ED 235 297 AA 001 119

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IDENTIFIERS- *Resources in Education

Resources in Education (RIE) is a monthly abstract journal that announces (catalogs, indexes, abstracts) documents of interest to the educational community (including researchers, teachers, students, school board members, school administrators, counselors, etc.). Each issue announces approximately 1,500 documents and provides indexes by Subject, Personal Author, Institution, Publication Type, and ERIC Clearinghouse Number. This special Computer Output Microfiche (COM) edition is prepared directly from the ERIC magnetic tape database prior to publication of the printed journal and therefore is lacking the cover and other regular introductory and advertising matter contained in the printed journal. The first accession in each issue of RIE is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for May 1979. (LRS/WTB)

Passmore, David Lynn
Influence of Recent Developments in Computer Technology on Professional Development in Vocational Education. Final Report.
Pennsylvania State Univ., University Park. Div. of Occupational and Vocational Studies.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Technical Education.
PUB DATE- Jun 83
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AVAILABLE FROM- Division of Occupational and Vocational Studies, The Pennsylvania State University, University Park, PA 16802 (write for price).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- *Computer Assisted Instruction; Computer Literacy; *Computer Oriented Programs; Computers; Computer Science; *Faculty Development; Inservice Teacher Education; *Microcomputers; *Technological Advancement; Vocational Education; *Vocational Education Teachers

Intended for developers of vocational education professionals and for educators making decisions about the usefulness of personal computers in education, this report deals with the effects of the personal computing revolution on professional development of vocational educators. The two major papers and published opinion pieces that make up this document result from the analysis of the state-of-the-art, projected advances, and current applications of personal computing technology. "Educating for Work in a High Tech Society" (Daun M. Anderson) considers the role of computer literacy in vocational education. It advocates teaching computer literacy as a basic skill, examines some existing assumptions about education for technology, considers the implications of attitudes toward technology and work, describes a noninstrumental orientation to education in high technology work, and discusses preparing vocational teachers from a noninstrumental perspective. "The Role of Personal Computers in Vocational Education: A Critical View" (David Lynn Passmore, Daun M. Anderson, Chi-Yin Yuen) is an analytical look at the opportunities and problems personal computers pose for vocational education. Four general uses are discussed: the personal computer as instructional content, for program administration, for instruction, and for communication. Three expected developments are reviewed: artificial intelligence, networking, and portability. Finally, three problems that limit the infusion of personal computers in vocational education are considered: lack of suitable professional orientation of vocational educators, poor quality of instructional software, and the validity of the "Law of Hammer" (the law states that if a hammer is available, something will be found that needs pounding). (YLB)

ED 235 326 CE 037 100

Succeed in the World of Work. A Handbook to Motivate the Teaching of Career Education.

Dorchester County Board of Education, Cambridge, Md.

SPONS. AGENCY- Maryland State Dept. of Education, Baltimore.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Behavioral Objectives; Career Education; *Career Exploration; *Career Planning; *Decision Making Skills; Grade 6; Grade 7; Grade 8; Individual Characteristics; Intermediate Grades; Job Skills; Junior High Schools; Learning Activities; Middle Schools; *Occupational Clusters; Prevocational Education; *Self Evaluation (Individuals); Talent; Vocational Aptitude; *Vocational Interests

Intended for use as a resource in the planning and delivery of career education, this guide contains instructional activities for grades 6, 7, and 8. Materials are divided into the three grade levels. Each section begins with a listing of career education objectives and behaviors. Learning activities are provided that correspond to the behaviors within the six major groupings of objectives: basic work habits and skills; decision-making skills; interests, aptitudes, and talents; career planning; career clusters; and career exploration. For each behavior that is applicable to the particular grade level, a number of activities are described. Worksheets, survey sheets, sample materials, inventories, information sheets, handouts, tests, and/or any other material necessary to complete the activities are included. A list of print resources for the grade level concludes each section. (YLB)

ED 235 342 CE 037 133

Motor Transportation Technology: Automechanics. Air Conditioning. Block IX. A-IX.

Texas A and M Univ., College Station. Vocational Instructional Services.
SPONS. AGENCY- Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
PUB DATE- 80
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Air Conditioning; Air Conditioning Equipment; *Auto Mechanics; Learning Modules; Lesson Plans; *Motor Vehicles; Postsecondary Education; *Refrigeration; Refrigeration Mechanics; *Repair; Scripts; Secondary Education; Student Motivation; *Teaching Methods; Test Items; Units of Study

This packet contains 13 teacher lesson plans with related student information, job sheets, and task sheets for a block of instruction on motor vehicle refrigeration (air conditioning) systems in a course on auto mechanics. Lesson plans, which are either informational or manipulative in format, take the teacher step-by-step through each lesson. Information provided includes the subject of the lesson, aim, teaching aids, materials needed, references, prerequisite experience of the learner, motivation, presentation of the information (with instructional points in the left column of the plan and related student and teacher materials in the right column), summary, evaluation, and suggested readings for the students. Student job and task sheets break down the students' duties into steps and note the types of equipment and other materials needed. Procedures are illustrated with line drawings. Information sheets are provided for information lessons. (KC)

ED 235 356 CE 037 176

Winkler, Henry R.
Education and Business Prospering Together: Methods Which Work in the Collaborative Process.
PUB DATE- 14 Oct 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Cooperative Education; *Educational Cooperation; Elementary Secondary Education; *Higher Education; *Industry; *School Business Relationship; Vocational Education

Business and higher education must form a true partnership with primary and secondary school professions to meet the critical problems posed by basic skill deficiencies in the nation's work force. Despite existing barriers, suggestions have been made regarding ways in which cooperation can be achieved. It has been argued that cooperative education should be expanded; more local and regional interaction is needed between top executives and educators to explore mutual opportunities and problems; and the most successful partnerships have been broad-based, and interdisciplinary, and have been initiated and administered by universities with collaborative financial support from several industries. Finally, because education and industry have different purposes and values, each must consider what they can realistically do for each other, especially in terms of which kinds of preparation each can do most effectively and efficiently. (YLB)

ED 235 371 CE 037 288

Catalog of Adult Education Projects. Fiscal Year 1983.
Office of Vocational and Adult Education (ED), Washington, DC. Clearinghouse on Adult Education.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC16 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Adult Basic Education; *Adult Education; *Adult Programs; Correctional Education; Counseling Services; Educational Objectives; Employment Potential; English (Second Language); Females; Financial Support; High School Equivalency Programs; Information Dissemination; Job Skills; Learning Disabilities; Linking Agents; Postsecondary Education; Program Administration; Program Development; *Program Effectiveness; Program Evaluation; *Program Implementation; Recruitment; School Community Relationship; Staff Development; *State Programs; Student Evaluation; Technical Education; Tutoring
IDENTIFIERS- *310 Project; Adult Education Act

This catalog, the sixth in a series of annual listings of special adult education projects, is designed to keep practitioners in the field of adult education informed about projects funded by states under section 310 of the Adult Education Act. Included in the catalog are descriptions of a total of 243 projects focusing on the following program areas: adult basic education, administration, adult performance level and life skills, counseling, community linkage, corrections education, dissemination and diffusion, evaluation, employability, English as a second language, general educational development, high school diplomas, learning disabilities, recruitment, staff development, tutoring, technology, and women. Each program description contains some or all of the following: a project title, the name and address of a project contact person, a list of program objectives, a detailed description of the project goals and procedures, information concerning the amount and duration of project funding, a description of the target audience(s) of the project, a list of products developed during the project, and an evaluation statement. Appended to the volume are indexes of the projects according to title, subject, and state as well as an index of over 120 products of all kinds created during projects conducted in fiscal year 1983. (MN)

ED 235 385 CE 037 324

Copa, George H.; Scholl, Steve

Developing Vocational Education Indicators: Some Steps in Moving from Selection to Use.

Minnesota Univ., St. Paul. Minnesota Research and Development Center for Vocational Education.
SPONS. AGENCY- Minnesota State Dept. of Education, St. Paul. Div. of Vocational and Technical Education.
PUB DATE- Sep 83
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Educational Development; *Educational Planning; Educational Research; Labor Needs; Postsecondary Education; *Program Development; *Research and Development; Secondary Education; *Trend Analysis; *Vocational Education
IDENTIFIERS- *Indicators; *Indicator Verification; Minnesota

A project focused on further verification and development of a set of previously recommended vocational education indicators. These indicators were employer's satisfaction with the quality of the graduate's work, number of graduates employed in occupations related to program, labor market demand, number of graduates employed, training-related occupations, and program cost. One of the directions taken was further verification in terms of (1) current social and economic issues, (2) vocational education as part of education more broadly conceived, and (3) critical questions useful in interrogating any potential indicator. Another project direction focused on further development of indicators with adequate data available and proceeded through the steps of defining indicators, displaying information, setting benchmarks, and combining indicators. A third project direction involved analysis and recommendations concerning indicators without adequate data. Emphasis was on assessing the types of data available, directions of current research and development to improve the data, making best use of what is available, and suggesting further ways of improvement. The two recommended potential indicators that served as content on which these developmental efforts were illustrated were labor market demand and training-related occupations. (YLB)

ED 235 400 CG 016 933

The Impact of Reagan Economics on Aging Women: Oregon. Hearing before the Subcommittee on Retirement Income and Employment of the Select Committee on Aging. House of Representatives, Ninety-Seventh Congress, Second Session, Portland, Oregon.

Congress of the U.S., Washington, D.C. House Select Committee on Aging.

REPORT NO.- Comm-Pub-97-371
PUB DATE- 1 Sep 82
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTIONS- Aging (Individuals); *Economic Status; *Federal Government; *Females; Hearings; *Older Adults; *Public Policy; Social Problems; Well Being
IDENTIFIERS- Congress 97th; *Oregon

In this report transcripts of panel discussions dealing with the status of elderly women in Oregon are presented in relation to current political legislation and policy. Following opening statements by Representatives Ron Wyden and Don Bonker, issues of social security and income maintenance are addressed by representatives of the Older Women's League; the Aging Council; the Department of Human Services, Oregon; and the Center for Gerontology, University of Oregon. Two articles, "The Payoff Stage of Life for Older Women," and "Inequality of Sacrifice: The Impact of the Reagan Budget on Women," are presented in full. Excerpts of reports from the Women's Equity Action League which include an analysis of the Administration's 1983 budget, fact sheets on social security and women, and pension policies affecting women, are included. Transcripts of testimony in a second panel discussion concerning the impact of health care cuts on older women are presented. Discussions of the impact of budget cuts on community services, and the impact of Reagan budget cuts on older women are provided. Prepared statements from Woodrow Wilson, executive director of the Oregon-Washington Farmers Union, and from Beverly Lincoln, executive director of the Lower Columbia Community Action Council, Inc., are also presented. (WAS)

ED 235 416 CG 016 949

Pasch, Marvin; Gallagher, John

Evaluating a School-Based Behavior Curriculum for Adolescents: An Attempt to Produce Both Affective and Cognitive Growth.

PUB DATE- 14 Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Adolescents; Attitude Change; Behavior Patterns; *Cognitive Development; *Curriculum Development; *Curriculum Evaluation; Curriculum Research; Educational Research; *Humanistic Education; Program Evaluation; *Reading Improvement; Secondary Education; Secondary School Curriculum; Self Concept; Values Clarification
IDENTIFIERS- New Model Me (The)

The revised edition of "The New Model Me" is an affective curriculum based on Ojemann's "Causal Approach to Behavior" that assists youngsters to understand how needs and personal resources interact within a particular immediate physical setting to produce behavior. In addition, the curriculum attempts to teach key concepts and principles and to improve students' reading efficiency and comprehension. After 18 weeks of curriculum exposure (during January to June, 1982) 422 students from 11 classrooms in several states, representing grades 8-12, were assessed on curriculum specific and general social science content, attitudes toward self and significant others, and reading comprehension and efficiency, to determine the effectiveness of the curriculum. Revised forms of the first edition's knowledge examination and the Personal Attitude Survey (PAS) were used. Reading comprehension and efficiency were assessed by corresponding subtests of the Iowa Silent Reading Tests (ISRT). Analysis of the results showed that the curriculum was highly effective in all areas, except in attitudes and reading efficiency. Reading comprehension showed significant improvement for already strong readers but no improvement for low readers. A site-by-site analysis of results found that significant results were more likey to occur in classrooms taught by teachers who had prior experience with the program. (Author/BL)

ED 235 431 CG 016 965

Thompson, Betsy P.
Annotated Resource Guide for Alcohol, Tobacco and Other Drug Abuse/Misuse Prevention Education Programs. Secondary Level.
New York State Education Dept., Albany. Bureau of Drug Education.
PUB DATE- 79
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTIONS- Adolescents; Adults; Alcohol Education; Annotated Bibliographies; Audiovisual Aids; *Drug Abuse; *Drug Education; *Health Education; Pregnancy; *Prevention; *Resource Materials; Secondary Education; *Secondary School Curriculum; Self Concept; Teachers; Tobacco; Values Education

This document is designed to help secondary school health education staff, primarily teachers, identify materials and resources for planning, developing, and conducting programs for substance abuse prevention and education. The criteria used for materials selection and questions to use in adapting the materials to local needs are provided. The guide annotates materials on alcohol, tobacco, drugs, self-image and values, and general health education. Under each area, e.g., tobacco, materials are further subdivided by the population for whom they are prepared, i.e., students, adults, teachers. Student materials are divided and annotated by publications, posters, displays, and audiovisual materials. Adult materials are further divided according to interest groups, i.e., general audience, parents and pregnant women, minority groups. Posters, displays, and audiovisuals are also included in adult materials. Teacher materials are categorized by bibliographies, periodicals, references, philosophy and method, and community coordination. Drugs and self-image sections offer audiovisual materials for teachers. Addresses for distributors of listed materials, sources of current information, services and materials, and local and regional substance abuse prevention offices are listed in a separate section. A title index is also included. (BL)

ED 235 446 CG 016 982

Jolly, Sharon L.; Sherer, Mark

Remediating the Deficit: Social Skills Training with Juvenile Offenders.

PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Adolescents; Counseling Techniques; *Delinquency; Group Therapy; *Interpersonal Competence; *Locus of Control; Males; Recidivism; Secondary Education; Self Concept; Self Esteem; *Skill Development; Social Cognition
IDENTIFIERS- Nowicki Strickland Locus of Control Scale; Tennessee Self Concept Scale

Assessment and rehabilitation of juvenile offenders has been enhanced by the identification of several cognitive and behavioral dimensions on which offenders differ from non-offenders. To investigate the influence of social skills training on locus of control, self-esteem, and observed behavior, 27 adolescent male offenders, aged 12-17, participated in one of three treatment modalities. The subjects were divided into two groups classified as low-frequency or high-frequency offenders. Subsequently, equal numbers of those two groups were assigned to structured social skills training, unstructured discussion, or a control group. The two treatment groups met for two, 3 hour sessions. Cognitive skills were assessed by the Nowicki-Strickland Locus of Control Scale; behavioral skills were assessed by the Tennessee Self Concept Scale and a social skills checklist, which was completed by two independent raters. Measurements were taken 3 days before, 3 days after, and 2 weeks after treatment. An analysis of the results showed that members of the treatment groups were more internally-oriented after treatment. Further, the structured social skills training approach was more effective with high-frequency offenders, while the discussion group was more effective with low-frequency offenders. Overall, low-frequency offenders exhibited better social skills than their high-frequency counterparts. The results were maintained at the 2-week follow-up. (BL)

ED 235 462   CS 007 251

Humphreys, Lloyd G.; Davey, Timothy C.

Anticipation of Gains in General Information: A Comparison of Verbal Aptitude, Reading Comprehension, and Listening. Technical Report No. 282.

Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Jul 83
CONTRACT- 400-81-0030
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Cognitive Processes; Comparative Testing; Elementary Secondary Education; *Individual Differences; Knowledge Level; *Listening Comprehension; Measures (Individuals); *Reading Comprehension; *Reading Research; *Test Reviews; *Test Theory

Four tests were chosen for a study that investigated the hypothesis that individual differences in aural comprehension might anticipate individual differences in general information. A composite of eight subtest scores from the Test of General Information (TGI) was used as a measure of students' general knowledge. The Listening section of the Scholastic Test of Educational Progress (STEP) was included to check on earlier findings; the Verbal Aptitude of the School and College Aptitude Test (SCAT) was selected on the grounds that aptitude should anticipate achievement; and the Reading Comprehension section from STEP was chosen on the hypothesis that skill in reading ought to lead to gains in information. Complete data for each of the tests and the information composite were available for grades 5, 7, 9, and 11 and for constant samples of 748 white girls and 655 white boys. Because samples were much smaller, black boys and girls were omitted from this analysis. Separate matrices of correlations were computed for each sex. From each master matrix, three additional matrices were formed of each test and the composite. Results supported the hypothesis. Reading comprehension was most highly correlated with individual differences in general information when all were measured on the same occasion. In contrast, individual differences in estimated true scores of listening were most highly correlated with general information when there were at least 2 years between the occasions of measurement. (HOD)

ED 235 478 CS 207 468

Parsons, John W.
A Study of Writing Behavior with Pre/Post Monitoring Using the Omnibus Personality Inventory, Derived from Erik Erickson's Theory of Personality.
PUB DATE- Dec 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Attitude Change; *Attitude Measures; Classroom Research; Cognitive Development; High School Students; *Personality Assessment; Secondary Education; Self Concept; *Student Attitudes; Teacher Attitudes; *Writing (Composition); *Writing Research
IDENTIFIERS- Omnibus Personality Inventory

To determine the role that writing plays in personality and attitude change, a study was devised using the Omnibus Personality Inventory (OPI) and teacher observations. High school students were asked to keep a journal and were given a time during the day to free write. Teachers were asked to identify those students who had developed great interest in writing and had had a change in their attitudes that set them apart from their peers. These students manifested attitude changes by (1) expressing a new appreciation for journals, (2) turning in more assignments, (3) writing more, (4) beginning to come in for advice about their writing, (5) beginning to rewrite papers before handing them in, (6) coming in early to write, (7) writing more in journals than what was required, (8) handing in unassigned writing, and (9) shifting from material to personal/confessional writing. The OPI scores substantiated the teachers' intuitions about changed attitudes in the study population. Results showed that writing improved students' personality orientations in various ways. The writers were better thinkers and accepted ambiguity and complexity more readily. The writers also felt better about themselves, as writing had given them a tool to examine their own lives. (Appendixes include a description of the scales, graphs and contrasts of scores, the test, and the experimental design.) (HOD)

ED 235 494 CS 207 722

Pettey, Gary R.
Those Who Want, Get: The Impact on Political Knowledge of Media Reliance Under Conditions of Political Interest.
PUB DATE- Aug 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Audience Analysis; *Information Sources; *Knowledge Level; *Mass Media Effects; Media Research; *Newspapers; News Reporting; *Political Attitudes; Politics; *Television
IDENTIFIERS- *Media Use

A study investigated whether political interest was a factor in differences in political knowledge between television and newspaper reliant individuals. Data were collected through 353 hour-long interviews with adults in a midwestern city. Subjects supplied information about their media use and preferences, political preferences, education level, and age. Data analysis revealed a number of findings, including the following: (1) newspaper reliant persons held more political knowledge than did their television reliant counterparts; (2) individuals with high political interest, regardless of the media they relied upon, read more public affairs magazines and were stronger political partisans than were their low interest counterparts; (3) television reliant individuals with high political interest showed greater political knowledge than did low interest individuals, regardless of media reliance; and (4) individuals with similar levels of political interests revealed comparable levels of political knowledge. The findings suggest that some of the differences between television and newspaper reliant persons might be attributed to differing levels of political interest rather than to the "good" or "bad" effects of the medium. (An appendix contains definitions of terms used in the study.) (FL)

ED 235 510 CS 504 239

Levinson, Paul
Media Evolution and the Primacy of Speech.
PUB DATE- Nov 81
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Articulation (Speech); Communication (Thought Transfer); *Communications; Communication Skills; Intellectual History; *Mass Media; *Speech Communication; *Technological Advancement

The ability to describe existence through speech and to change that existence through tools are among the most fundamental characteristics of humans. From the first efforts of humans to communicate--using hieroglyphic and pictographic systems of writing--through the development of the phonetic alphabet, to the emergence of computer technology, humans have used communication tools or technologies to change the ways they describe their existence. While communications media have now clearly gone far beyond the powers of unadorned speech, the spoken word nonetheless has served as the focus and goal of media evolution. The immense powers of abstraction set loose by speech have made complex inventions possible, and the spoken word functions as a gateway for all technological enterprises. Thus, the evolution of media has been truly guided by the invisible hand of speech. (FL)

ED 235 527 CS 504 357

Ehrenhaus, Peter
Culture and the Attribution Process: Techniques for Tapping the Cognitive Bases of Culture.
PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage
PUB TYPE- Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Attribution Theory; *Cognitive Processes; *Communication Research; Communication Skills; Cultural Background; *Cultural Traits; *Interpersonal Communication; Interpersonal Relationship; Personality Traits; *Schemata (Cognition); Social Cognition
IDENTIFIERS- Conversation; *Cultural Content

How people organize sensory data is influenced not only by their role as actor observer; the extent of their empathy for other actors; and the vividness, availability, representativeness, and negative impact of the data; but also by the culture from which it springs. To determine how the attributions people make are affected by culture, which can be viewed as fixed expectations determining responses or rough guidelines helping people to interpret experience, a tape recording of a 5-minute conversation was played for nine subjects. Subjects were then asked what information they used, or what additional information they would need, to interpret the conversation. Analysis of the interviews suggested that evaluations were influenced by an ideal of social conversation that included requirements for topical continuity and commitment to maintain involvement in the conversation. In another perceptual organization task, 28 respondents were shown transcripts of the conversation and asked to draw conclusions about such things as the gender of the speakers and conversational motivations. Although the respondents were consistent in seeing one of the conversants as controlling the talk, they varied widely in their judgment of the gender of the speakers and the number of conversational exchanges. Approaching culture as a cognitive construct appears useful both in understanding culture as it exists in communication and in the interpretation of communication. (MM)

Actions for Superintendents.

Education Commission of the States, Denver, CO. Task Force on Education for Economic Growth.

PUB DATE- 83
AVAILABLE FROM- The Distribution Center, Education Commission of the States, 1860 Lincoln, #300, Denver, CO 80295 (6 copies, $5.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Administrator Guides; Advisory Committees; *Change Strategies; Cooperative Planning; *Educational Improvement; Educational Quality; Elementary Secondary Education; Guidelines; Pamphlets; *Public Education; *Superintendents
IDENTIFIERS- PF Project

Actions which superintendents can take to promote the improvement of K-12 public education are presented in this brochure. The brochure is one of a series which offers specific ways in which different interest groups can respond to the eight broad action recommendations proposed by the Education Commission of the States' Task Force on Education for Economic Growth in their report, "Action for Excellence." The following areas are covered by the recommendations: (1) educational improvement plans; (2) partnerships between states and communities; (3) educational resources; (4) teacher improvement and recognition; (5) the student's academic experiences; (6) educational quality assurance; (7) educational leadership and management; and (8) services to students who are unserved or underserved. (DC)

ED 235 561 EA 016 120

Buttram, Joan L.; Carlson, Robert V.
Effective School Research: Will It Play in the Country?
PUB DATE- 11 Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)
DESCRIPTIONS- Academic Achievement; *Educational Assessment; Educational Improvement; Elementary Education; Equal Education; *Research Design; Research Methodology; *Rural Urban Differences; School Districts; *School Effectiveness; School Personnel; Socioeconomic Status
IDENTIFIERS- *Effective School Research; Vermont

This report describes a study which tested the applicability to rural schools of "effective school" research, which focuses on characteristics associated with schools found effective through analysis of standardized student achievement test scores. Strategies for providing input from local personnel included research awareness sessions, a graduate level university course, and testing the assessment and improvement process in a small elementary school. Data provided by a questionnaire distributed to all school staff, interviews of teachers and the superintendent, and archival documents were used to assess school strengths and weaknesses in terms of seven effective school characteristics: safe and orderly environment, clear school mission, principal's instructional leadership, high expectations for achievement, student time on task, frequent monitoring of progress, and supportive home-school relations. Intended as a measure of educational equity, a correlation of achievement test scores with socioeconomic status was inconclusive due to the small number of students. Aside from contextual differences, results generally paralleled those found in urban schools. The conclusion is that with some recommended modifications, effective school research is relevant to rural settings and can encourage rural school personnel to examine and improve their practices. Summary profiles of interview and questionnaire data are appended. (MJL)

ED 235 576 EA 016 136

Thomas, Sheilah N.
Schooling & Technology. Volume 2: The New Education: Student, Teacher, Unlimited Information.
Southeastern Regional Council for Educational Improvement, Research Triangle Park, N.C.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Jul 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Computer Assisted Instruction; Computer Literacy; *Computer Managed Instruction; Computer Oriented Programs; Computer Science Education; Curriculum Design; Educational Philosophy; *Educational Technology; *Educational Trends; Financial Support; *Futures (of Society); Human Capital; *Labor Force; *Learning Processes; Research; Teachers; Teaching Methods; Training

The use of computer technology brings profound changes that demand a need for rethinking the role of public education. This report's purpose is to assist educators in shaping the future role and nature of the public schools. The report centers on two aspects of the change: the economic context and the evolving educational process. The work world will change dramatically, and these changes have significant implications for the schools' curricula, standards, and teaching methods. The workforce will shift from highly paid skilled jobs to low-wage and low-skilled jobs. The demand for reeducation will increase as people prepare for several careers subject to rapid changes. The education process must adapt to the changing needs of the labor force. The teaching-learning process is being transformed by the computer and provides more individualized instruction and faster and more expanded learning opportunities. Reviewing the application of computer technology, the report points out how existing educational problems are being solved with the new technology. Policy questions and options are also presented, including rethinking curriculum, equipment needs, teacher training and retraining, and financial considerations. (MD)

ED 235 591 EA 016 156

Ainley, John; And Others

Resource Allocation in the Government Schools of Australia and New Zealand. A Summary of the Reports of the Staffing and Resources Study. ACER Research Monograph No. 15.

Australian Council for Educational Research, Hawthorn.

SPONS. AGENCY- Australian Education Council, Canberra.

REPORT NO.- ISBN-0-85563-247-X

PUB DATE- 82

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070)

DESCRIPTIONS- Administrative Organization; Class Size; Curriculum; *Educational Administration; Elementary Secondary Education; Faculty Workload; Foreign Countries; Noninstructional Responsibility; Organizational Theories; Policy Formation; Public Schools; *Resource Allocation; *School Organization; School Personnel; School Size; *Staff Utilization; *Teacher Distribution

IDENTIFIERS- *Australia; *New Zealand

This summary provides an overview of three reports comprising a study of resource allocation policies through various organizational structures at both the education system and school levels. An introduction briefly reviews related research and outlines the overall structure of the study, citing some issues of special concern: the balance between primary and secondary staffing allocations; the determination of staffing formulae; alternative staffing methods using aides, specialists, ancillary staff, and part time teachers; teacher workload and noncontact time; flexibility in school staff deployment; implications for staffing policy of various teaching methodologies; effects of alternative staffing practices; system responsiveness to school needs; and the problem of regionalism and staff allocation. The remaining three chapters condense the findings of the individual reports- a comparative study of education systems allocation, a school-level study based on survey data on patterns of staff allocation, and a more detailed school-level study using case studies of selected schools with especially effective staffing policies. The conclusion projects that resource allocation will be influenced in the future by such issues as the balancing of concerns for equity and diversity, the tension between traditional centralized responsibility and the emerging devolution of authority to schools, and weighing priorities among the many purposes of education. (MJL)

Greenbaum, Madeline; Noll, Sandra J.

Education for Adulthood: A Curriculum for the Mentally Retarded Who Need a Better Understanding of Life's Processes and a Training Guide for Those Who Will Teach the Curriculum.

Staten Island Mental Health Society, Inc., NY. Center for Developmental Disabilities.

SPONS. AGENCY- New York Community Trust, N.Y.
PUB DATE- 82
AVAILABLE FROM- Staten Island Mental Health Society, Inc., Center for Developmental Disabilities, 657 Castleton Ave., Staten Island, NY 10301 ($27.75).
LANGUAGE- English
EDRS Price - MF02/PC21 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Adjustment (to Environment); *Adults; Affective Behavior; Curriculum Guides; *Daily Living Skills; Health; Interpersonal Competence; Marriage; *Mental Retardation; Sexuality; *Staff Development

The curriculum guide is intended for those who live and work with mentally retarded adults and for mentally retarded adults attempting to succeed in community living. The first section focuses on training staff and provides guidelines for describing the content and methods employed in the curriculum. Research on such issues as self-concept, sex and marriage, child rearing, and sterilization and abortion is reviewed, legal concepts considered, religious thinking on the issues addressed, and suggestions for working with parents offered. The curriculum itself is composed of seven units, with goals, objectives, and activities designed to help the learners grasp the main points. The units include the following: understanding your body (individual differences/self-care); experiencing your life cycle (baby to senior citizen); sharing your feelings (becoming aware, understanding others); accepting your handicap; expressing your sexuality (sexual feelings and expression, marriage, parenthood); relating person to person (friends, work associates); and keeping fit (illnesses of the sex organs and urinary system, drugs, safety and first aid). The final section, the appendices, includes worksheets, policy statements, a list of rights of the developmentally disabled, sample letters, a glossary and subject index, and a list of resources for teaching aids and materials. (CL)

Swann, Will
Special Needs in Education (E241): Psychology and Special Education, Unit 12.
Open Univ., Walton, Bletchley, Bucks (England).
REPORT NO.- ISBN-0-335-13129-8
PUB DATE- 82
AVAILABLE FROM- Open University Educational Enterprises, Ltd., 12 Cofferidge Close, Stony Stratford, Milton Keynes, MK11 1BY England (no price quoted).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- *Behavior Modification; *Child Development; Course Content; *Disabilities; Educational Philosophy; Educational Psychology; Elementary Secondary Education; Foreign Countries; *Psychology; *Special Education
IDENTIFIERS- United Kingdom

One of a series of booklets designed for use in an Open University Course on the education of handicapped students in Great Britain, the booklet examines the application of psychology to special education. Origins of educational psychology are traced, as are the beginnings of psychology's relationship with special education. The author asserts that psychology has been influenced by political factors within local districts as well as by predominating theories such as psychoanalysis. Applications of two major branches of psychology (behavior modification and child development) are considered, with emphasis on the problems of applying these ideas to teaching. Examples of both principles at work are given, and the influences of each upon special education practice are noted. The importance of teaching skills in the natural setting is stressed. Activities and readings are suggested throughout. (CL)

ED 235 638 EC 160 495

Inservice Programs in Learning Disabilities. A Position Paper of the National Joint Committee on Learning Disabilities.

National Joint Committee on Learning Disabilities, Baltimore, MD.

PUB DATE- 27 Sep 81
AVAILABLE FROM- NJCLD, The Orton Dyslexia Society, 724 York Rd., Baltimore, MD 21204 (no price quoted).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Elementary Secondary Education; *Inservice Teacher Education; *Learning Disabilities; Position Papers; *Program Development; *Program Implementation
IDENTIFIERS- *National Joint Committee on Learning Disabilities

The position paper developed by the National Joint Committee on Learning Disabilities stresses the need for systematic inservice programs for service providers. Deterrents cited to quality inservice programs include lack of planning and program availability. It is explained that the committee's recommendations were made after reviewing model inservice programs in use across the country. Recommendations include the following: use of a needs assessment prior to inception of inservice programs; selection of an inservice consultant or instructor based upon competence; development of inservice content and models based on a review of the needs of programs, students, and professionals (including flexible approaches to format); design and implementation of multidisciplinary inservice programs; consideration of availability of inservice programs based on geographic location, physical facilities, and travel time requirements; and continuation of support by administrative officials of effective inservice programs. (CL)

ED 235 654 EC 160 812

Fieber, Nancy M.
When the Sensory Handicapped Child Has Cerebral Palsy. Part I: Physical Management. Part II: Deaf-Blind Curriculum and the Child with Cerebral Palsy. Working Papers in Developmental Disabilities.
Nebraska Univ. Medical Center, Omaha. Meyer Children's Rehabilitation Inst.
PUB DATE- Oct 74
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Cerebral Palsy; Curriculum Development; Daily Living Skills; Deaf Blind; *Hearing Impairments; Infants; *Motor Development; Multiple Disabilities; *Physical Development; Physical Therapy; *Visual Impairments; Young Children

The paper addresses issues involved in the management of and curriculum for children with sensory impairments combined with cerebral palsy. The first part details typical deformities and their causes in children with cerebral palsy, and describes (with illustrations) techniques for therapeutic handling and positioning in daily living tasks at home and in the classroom (including picking up the child, positioning the child for play, positioning in chairs, and standing and walking). The role of the consulting therapist is considered and the importance of cooperation between therapist and teacher is stressed. Part II considers strategies for adapting the deaf-blind curriculum for a blind child with cerebral palsy. (CL)

ED 235 671 EC 160 920

Rosenberg, Steven A.; Robinson, Cordelia
Competency Based Parent Training Project. Final Report. Working Papers in Developmental Disabilities.
Nebraska Univ. Medical Center, Omaha. Meyer Children's Rehabilitation Inst.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- May 83
GRANT- G007902255
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Behavior Rating Scales; *Disabilities; Mothers; *Parent Child Relationship; *Parent Education; *Teaching Skills
IDENTIFIERS- *Teach Skills Inventory

The competency Based Training Project was designed to validate the Teaching Skills Inventory (TSI) and assess its utility as a tool for training parents to implement educational and therapeutic activities with their handicapped children. Four studies evaluated the TSI. Teachers and physical and occupational therapists were taught to rate mothers' teaching via the TSI. Professionals' skills were also assessed with the inventory and found to be at criterion level. Teachers then used the inventory in a study in which mothers were instructed on the content of the inventory. Mothers' skills showed significant improvement over the course of training. In another study involving a different sample of mothers, self-modeling versus the standard training techique were analysed, indicating a trend favoring the self-modeling approach to training mothers. The TSI was revised twice during the course of the project, with the final version containing nine rating and four behavioral count items. Procedures for training persons to use the TSI are described. (CL)

ED 235 688 FL 013 992

Segal, Bertha
L'Enseignement du Francais au Moyen de L'Action (Teaching French through Action).
PUB DATE- 83
AVAILABLE FROM- Bertha E. Segal, Inc., 1749 Eucalyptus St., Brea, CA 92621 ($14.50 plus $1.92 postage)
LANGUAGE- French
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *French; Instructional Materials; *Kinesthetic Methods; Lesson Plans; *Second Language Instruction; Teaching Guides; Teaching Methods
IDENTIFIERS- *Total Physical Response

A teaching guide containing 102 elementary to intermediate level French lessons is presented. The lessons are based on the Total Physical Response technique of second language instruction. They follow the stages of first language acquisition: listening, speaking, and reading. Each of the ten units contains a list of vocabulary words, individual lesson instructions, a review lesson, and a grid for recording student performance on the review lesson. Guidelines for conducting the lessons are provided. (RW)

ED 235 703 HE 016 643

Davis, Judith A.
Assuring Quality Control of Clinical Education in Multiple Clinical Affiliates.
PUB DATE- Jun 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Audiovisual Aids; Clinical Experience; *Clinical Teaching (Health Professions); *Competence; *Educational Quality; Experiential Learning; Higher Education; Inservice Teacher Education; Laboratory Procedures; Learning Modules; *Medical Technologists; Off Campus Facilities; Program Evaluation; Quality Control; *Satellite Facilities; Simulation; Skill Development; Standards; Teacher Workshops
IDENTIFIERS- *Sandhills Community College NC

A plan was developed to assure equivalency of clinical education among the medical laboratory technician (MLT) programs affiliated with Sandhills Community College. The plan was designed by faculty to monitor the quality of clinical courses offered by the clinical affiliates. The major strategies were to develop competencies, slide/tape modules, a clinical simulation laboratory on campus, a short clinic rotation for all students, and workshops for clinical adjunct faculty. Evaluation of the project was based on interviews, questionnaire results, clinical grades, and statistical studies of the effectiveness of the modules and competencies. The evaluation was conducted using a multiple regression prediction of graduates' success on the national certifying examinations. Internal and external evaluations revealed that competencies, modules, and other project features contributed to improving clinical performance and assured equivalency of clinical education among affiliates. The project demonstrated that MLT programs need not be located in metropolitan areas, if innovative plans are developed to integrate didactic and clinical competencies and if adjunct faculty are prepared for clinical teaching. (Author/SW)

ED 235 717 HE 016 672

Douglas, Joel M., Ed.
"Yeshivawatch"--Year Four and Unionization of Medical School Faculty.
City Univ. of New York, N.Y. Bernard Baruch Coll. National Center for the Study of Collective Bargaining in Higher Education and the Professions.
PUB DATE- Jul 83
AVAILABLE FROM- National Center for the Study of Collective Bargaining in Higher Education and the Professions, Baruch College, 17 Lexington Avenue, New York, NY 10010 ($4.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Administrator Responsibility; *Collective Bargaining; *College Faculty; *Court Litigation; Employment Practices; Faculty College Relationship; Higher Education; Medical School Faculty; *Personnel Policy; Private Colleges; Teacher Responsibility; *Unions
IDENTIFIERS- *National Labor Relations Board v Yeshiva Univ

New decisions of the National Labor Relations Board and/or its Regional Directors concerning claims like the "NLRB v. Yeshiva" case are briefly described. The cases of the following schools that have filed Yeshiva-related claims are outlined: Florida Memorial College, College of Osteopathic Medicine and Surgery (COMS), Stevens Institute of Technology, Kendall School of Design, Seton Hall University, Nasson College, Lewis University, Parsons School of Design, and English Language Institute of American University. The article concludes that the outcome of each of the cases was predictable since the National Labor Relations Board (NLRB) utilized the standards set forth by the U.S. Supreme Court in the Yeshiva decision. The union victories in Florida Memorial, Kendall, Lewis, and American all occurred at institutions where the faculty possessed little, if any, managerial authority. For the decisions at COMS, Stevens, and Seton Hall, the NLRB declared previously certified units as no longer being able to bargain collectively under the protections of the National Labor Relations Act. The article on medical faculty unionization contains survey findings for a sample of U.S. and Canadian medical schools. Most of the medical schools where faculty bargained collectively did so as part of system-wide bargaining units. A 1983-1984 workshop schedule and registration form conclude the document. (SW)

ED 235 327 CE 037 101

Attitudes toward the Skilled Trades: Employment Issues in the Precision Metalworking Industry.
Harris (Louis) and Associates, Inc., New York, N.Y.
SPONS. AGENCY- Sentry Insurance, Stevens Point, Wis.
PUB DATE- Nov 82
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Attitudes; Career Education; Employer Attitudes; Employment Practices; *Employment Projections; Labor Needs; *Labor Supply; *Metal Working; National Surveys; Occupational Surveys; *Skilled Workers; Trade and Industrial Education

A national cross section of 2,502 adult Americans and owners or managers of 800 companies in the precision metalworking industry were surveyed to study public attitudes toward working in this industry and to explore recent recruiting and training practices in the precision metalworking field. The survey results indicated that Americans as a whole attached no stigma to industrial employment. Findings also suggested that the industry's best recruitment prospects continue to be from among those strata of society with incomes below $25,000 and with a high school education. To recruit students with college educations and/or from upper income households, the industry should appeal to America's esteem for specialized competence. Managers in precision metalworking, characterized as a recession-plagued industry, reported that they had cut employment of trainees, a cut that almost guarantees an inadequate supply of skilled employees when the economy recovers. These findings indicated a need for changes in industry and public policy to alleviate cyclical shortages of skilled labor and to ensure a growth of the skilled labor pool at a rate in line with the industry's long-term prospects. (The report contains 19 tables in the narrative section plus 43 appended supplemental tables with results of the surveys of both the public and the precision metalworking industry employers.) (YLB)

ED 235 343 CE 037 141

Coffey, Janis Cox; And Others
Enhancing the State Role in Lifelong Learning. Case Studies of the Six Pilot States.
Education Commission of the States, Denver, Colo. Education Improvement Center.; State Higher Education Executive Officers Association.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, Mich.
PUB DATE- 83
AVAILABLE FROM- Publications Dept., Education Commission of the States, 1860 Lincoln Street, Suite 300, Denver, CO 80295 ($4.50).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Adult Education; Demography; *Demonstration Programs; Educational Needs; *Educational Planning; Educational Trends; *Government Role; Institutional Cooperation; *Lifelong Learning; Postsecondary Education; Program Development; Program Effectiveness Program Implementation; *Statewide Planning
IDENTIFIERS- California; Colorado; Illinois; Kansas; New York; Ohio

During a pilot project on the state role in facilitating adult learning, six states were asked (1) to establish and maintain a participatory planning mechanism for gathering information and building consensus among the public and private agencies and institutions within their states and (2) to use that mechanism in formulating policy recommendations on key aspects of the adult learning scene. This report, one in a series of publications developed under the project, describes the experiences of the project's six pilot states in clarifying the roles that states can play in planning for the provision of adult learning. For each of the six states (California, Colorado, Illinois, Kansas, New York, and Ohio), demographic and background data found, results and products created, and publications written are discussed. A summary of the results of each of the six projects is included. (KC)

ED 235 357 CE 037 177

Krumboltz, John D.; Hamel, Daniel A.

The Effect of Decision Training on Career Decision-Making Competence. Technical Report 487.

Stanford Univ., Calif. School of Education.
SPONS. AGENCY- Army Research Inst. for the Behavioral and Social Sciences, Alexandria, Va.
PUB DATE- Aug 80
CONTRACT- MDA-903-79-C-0591
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Career Choice; *Career Education; *Career Planning; *Decision Making; Educational Research; High Schools; *Program Effectiveness; Program Evaluation; Secondary Education

The effectiveness of a multi-component training program in career decision-making (CDM) was investigated. A seven-unit (seven weekly one-hour meetings) curriculum, advocating a sequence of planned decision-making actions, was administered to a random half of a sample of students, primarily from third-year English classes at Mountain View High School in California. Control students did not receive any CDM training. Three criterion measures assessed the effectiveness of the CDM skills treatment. They were the Check List of Decision-Making Ability, which measures the self-rated efficacy estimates of ability to perform certain decision behaviors and provides data from the affective domain; the Career Decision-Making Skills Assessment Exercise, a cognitive instrument that measures knowledge of facts and procedures relevant to CDM; and Career Decision Simulation, an individually administered instrument that assesses performance of a simulated decision task. Results provided evidence that a structured training program in CDM based on social learning principles is effective in producing superior scores on measures of CDM competence. (Appendixes, amounting to over one-half of the report, include a student workbook and master lesson plans for the CDM training program, the instruments, and data tables.) (YLB)

ED 235 511 CS 504 283

Cline, Rebecca J.
The Cronkite-Ford Interview at the 1980 Republican National Convention: A Therapeutic Analogue.
PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Case Studies; Communication Research; Decision Making; *Interpersonal Communication; *Interviews; Metaphors; *News Media; *Politics; Problem Solving; Research Methodology; *Therapy
IDENTIFIERS- *Cronkite (Walter); *Ford (Gerald R); Presidential Campaigns

Political analysts have regarded the interview of former President Gerald Ford by newsman Walter Cronkite at the 1980 Republican National Convention as important in determining the final party slate, but they have been unable to explain Ford's politically dangerous openness in that interview. The interview and the events leading up to it were examined to determine if it could be better understood as an interpersonal rather than a political communication. Specifically, the examination considered whether using a therapeutic analogue would yield more explanatory power than would traditional political analysis. Using a therapeutic metaphor to structure observation of the interview, Ford is cast as a man beset with personal and political problems, and Cronkite as an interviewer functioning as a facilitator. Measures of verbal and nonverbal facilitation behaviors and an index of client problem solving were used to assess the viability of the metaphor. Results indicated that a majority of Cronkite's statements were facilitative, that he engaged in both verbal and nonverbal facilitative behavior, and that Ford engaged in substantial problem solving. Viewing the interview as therapy yielded findings radically and meaningfully different from those of traditional political analysis. (Author/FL)

Actions for Local Boards of Education.

Education Commission of the States, Denver, CO. Task Force on Education for Economic Growth.

PUB DATE- 83
AVAILABLE FROM- The Distribution Center, Education Commission of the States, 1860 Lincoln, #300, Denver, CO 80295 (6 copies, $5.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Administrator Guides; Advisory Committees; *Boards of Education; *Change Strategies; Cooperative Planning; *Educational Improvement; Educational Quality; Elementary Secondary Education; Guidelines; Pamphlets; *Public Education
IDENTIFIERS- PF Project

Actions which local boards of education can take to promote the improvement of K-12 public education are presented in this brochure. The brochure is one of a series which offers specific ways in which different interest groups can respond to the eight broad action recommendations proposed by the Education Commission of the States' Task Force on Education for Economic Growth in their report, "Actions for Excellence." The following areas are covered by the recommendations: (1) educational improvement plans; (2) partnerships between states and communities; (3) educational resources; (4) teacher improvement and recognition; (5) the student's academic experiences; (6) educational quality assurance; (7) educational leadership and management; and (8) services to students who are unserved or underserved. (DC)

ED 235 639 EC 160 496

Learning Disabilities: Issues on Definition. A Position Paper Prepared by the National Joint Committee on Learning Disabilities.
National Joint Committee on Learning Disabilities, Baltimore, MD.
PUB DATE- 30 Jan 81
AVAILABLE FROM- NJCLD, The Orton Dyslexia Society, 724 York Rd., Baltimore, MD 21204 (no price quoted).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Definitions; Elementary Secondary Education; *Etiology; *Learning Disabilities; Multiple Disabilities; Neurological Impairments; Position Papers
IDENTIFIERS- National Joint Committee on Learning Disabilities

The paper sets forth the position of the National Joint Committee on Learning Disabilities regarding definitions of learning disabilities (LD) as found in P.L. 94-142, the Education for All Handicapped Children Act. The paper cites difficulties with the current definition, suggesting that misinterpretation has given the impression that individuals with LD are a homogeneous group. The committee recommends that the term LD be recognized as a general label with different subgroups. Other recommendations address the need for recognizing that adults also may have LD, affirming inherently altered processes of acquiring and using information as a basis of LD, and not restricting LD to individuals without other handicapping conditions or in different cultural and linguistic groups (as the "exclusion clause" in P.L. 94-142 may be interpreted to do). An alternative definition of LD is proposed. (CL)

ED 235 655 EC 160 813

Fieber, Nancy M.

Sensorimotor Cognitive Assessment and Curriculum for the Multihandicapped Child. Working Papers in Developmental Disabilities.

Nebraska Univ. Medical Center, Omaha. Meyer Children's Rehabilitation Inst.

PUB DATE- Dec 77
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Cognitive Development; *Cognitive Processes; Curriculum Development; *Evaluation Methods; *Multiple Disabilities; *Student Evaluation; Teaching Methods
IDENTIFIERS- *Sensorimotor Cognitive Assessment Scale

The paper reviews cognitive development during the sensorimotor period (approximately the first two years of life) and considers approaches to assessing multihandicapped, deaf-blind, or severely/profoundly retarded students functioning at this level. Evaluation and training of basic sensorimotor schemes (visual fixation and tracking, sucking, and grasp reflexes) are described, as are approaches to teaching the child to coordinate the basic schemes. The bulk of the manual is composed of detailed suggestions for administering the Sensorimotor Cognitive Assessment Scale, which is based on works of I. Uzgiris and J. Hunt. Each subscale is considered separately with suggestions of adaptations for sensory and motor impairments and examples of curriculum at lower levels. The seven subscales are: visual pursuit, localization, and the permanence of objects; means for obtaining desired environmental events; development of operational causality; construction of object relations in space; development of vocal imitation; development of motor (gestural) imitation; and development of schemes for relating to objects. Appended material includes examples of recordkeeping using the assessment procedure. (CL)

ED 235 672 EC 165 113

Shepard, Diane Herrera
The One Minute Computer Guide for Special Educators. A Selected Listing of Resources.
San Mateo County Superintendent of Schools, Redwood City, Calif. Educational Resources Center.
PUB DATE- Oct 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTIONS- Annotated Bibliographies; *Computer Assisted Instruction; Computer Oriented Programs; Computer Programs; Educational Technology; *Exceptional Persons; Microcomputers; Organizations (Groups); Resource Room Programs; *Special Education; Special Education Teachers
IDENTIFIERS- Computer Assisted Remedial Education; *Computer Networks; *Computer Resources; Computer Uses in Education; PF Project

Arranged into four sections, the resource guide provides special educators with over 40 annotated listings of: (1) associations and government agencies concerned with computer use for physically handicapped and other special education students; (2) producers of software, dedicated hardware, and adaptive devices; (3) publications and directories on microcomputer-based applications for special students; and (4) special education computer networks, including DEAFNET, The Handicapped Educational Exchange (HEX), The Electronic Information Exchange System (EIES), and Special Education Community Network (SpecialNet). The guide provides current addresses and phone numbers for all listings. (LH)

ED 235 689 FL 013 996

Kellogg, E. P., Jr.
Romanization to Facilitate the Teaching of Modern Hebrew to Adult Native Speakers of English.
EHUD International Language Foundation, Walnut Creek, CA.
PUB DATE- Jul 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Adults; *Hebrew; *Romanization; *Second Language Instruction; Second Language Learning

Five research projects concerning the Romanization of the Hebrew alphabet and its effect on the progress of adult English speakers learning Hebrew as a second language are reviewed. The hypotheses, subjects, procedures, results, conclusions, and validity of each study are summarized. The studies dealt with the Hebrew alphabet, spelling, plural forms, noun forms, and a measure of language ability. Introducing the learner to Hebrew by means of the Latin alphabet should eliminate the problems involved in learning a different alphabet and set of recognition techniques. Among the difficulties inherent in learning the Hebrew alphabet are that the language is written from right to left and that there are several pairs of identical letters that complicate spelling. A morpheme per utterance measure was developed and evaluated, and appears to be as valid for Hebrew as the mean length of utterance measure is for English. (RW)

ED 235 298 CE 035 779

Rogovin, Marion
New Attitudes toward the Aging: A Role for Adult Education.
PUB DATE- Jun 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Adult Education; *Adult Educators; *Aging (Individuals); *Attitude Change; Attitudes; Educational Objectives; Middle Aged Adults; Older Adults; Preschool Children; Preschool Education; *School Role; *Teacher Role

As the American population ages, adult educators with their knowledge and experience of adult education should be in the forefront of helping the nation define its goals and reshape its attitudes toward the aging. Existing exemplary models of educational programs represent a fragmented approach to a problem of national magnitude. The Adult Education Association could form a task force to mobilize the educational resources of community agencies, national organizations, and other interested parties. This task force would assess programs, selecting the most successful as models. From the task force, a permanent curriculum and program development committee should emerge. The focuses of this nationally coordinated endeavor would be pre-schoolers (three to six years) and middle- to upper-middle-aged adults with aging parents. Pre-schoolers have a special affinity for the elderly and are relatively nonjudgmental, and early childhood professionals are receptive to such initiatives. Joint conferences and workshops on aging for early childhood and adult educators could provide information and program material. Children of older adults are often in the midst of their own transitional problems and are forced to assume new roles when aging parents are debilitated. Study circles established by adult educators could provide a self-directed learning situation for exploring these issues. (YLB)

ED 235 372 CE 037 289

Cheek, Jimmy G.; And Others
Predicting Whether or Not Agricultural Education Graduates Will Teach. A Report of Research.
Florida Univ., Gainesville. Inst. of Food and Agricultural Sciences.
PUB DATE- Sep 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Academic Achievement; *Agricultural Education; *Career Choice; Demography; Education Majors; Higher Education; Outcomes of Education; *Predictor Variables; Preservice Teacher Education; Questionnaires; *Screening Tests; *Student Teachers; Surveys; *Test Reliability; Test Validity; Values; Vocational Education; Work Attitudes
IDENTIFIERS- Purdue Student Teacher Opinionnaire; Tennessee Self Concept Scale; University of Florida; Work Values Inventory

A study examined screening measures that are used to predict whether a student will teach after graduation from an agricultural education program. The population for the study consisted of 72 student teachers studying in the Department of Agricultural Education at the University of South Florida from 1977 to 1982. Before starting student teaching, each student completed a background questionnaire, the Tennessee Self-Concept Scale and the Work Value Inventory. Immediately after student teaching, each student took the Purdue Student Teacher Opinionnaire (PSTO). Upon graduation from the agricultural education program, the students were contacted to determine whether they had taken a teaching position. Based on the results of a comparative analysis of all of these data collection measures, the researchers concluded that the PSTO was the only screening instrument that was predictive of whether or not agricultural education students would teach after graduation. Of the 13 predictor variables analyzed, only age seemed to have any significant predictive value. While age and performance on the PSTO were statistically more accurate than the other predictors, they predicted only 53 percent of the cases correctly. This suggests that it may be impractical to predict which agricultural education student will teach based upon demographic, self-concept, work value, and morale measures. (MN)

ED 235 386 CE 037 333

A Guide for Prevocational Education Programs in South Carolina.

South Carolina State Dept. of Education, Columbia. Office of Vocational Education.

PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Behavioral Objectives; Career Education; *Curriculum Development; Educational Equipment; Educational Facilities Planning; Educational Policy; Evaluation Criteria; *Instructional Development; Junior High Schools; *Prevocational Education; *Program Development; Safety; Safety Education; Secondary Education; Standards; Vocational Education
IDENTIFIERS- South Carolina

Intended for school administrators and prevocational education teachers, this guide provides information, program standards, policies, and concepts for a prevocational education program. The information is designed to aid in formulating a valid perception of prevocational education and to serve as a reference for program planning and curriculum and instructional preparation. In the first two sections are provided concepts for prevocational education (philosophy, definition, description, and purpose) and principal and comprehensive objectives. Material in the section on program planning and development deals with policies, standards, and concepts necessary to maintain and improve existing programs and to plan new programs. Topics covered include state board policy, prevocational education personnel, professional staff development, the advisory committee, curriculum and instructional development, the "world of work" unit, occupational information, occupational orientation and exploration, guidance services and procedures, instructional plans, alternative instructional plans, instructional materials, the safety education program, and safety considerations. Educational specifications are detailed in the section on physical facilities and equipment. The final section lists program standards and evaluation criteria. Appendixes include program objectives, a description of the Prevocational Education Kit Delivery-Return System, and curriculum and instructional evaluation criteria. (YLB)

ED 235 401 CG 016 934

Drug Abuse in the High Schools (Ohio). Hearing before the Select Committee on Narcotics Abuse and Control. House of Representatives, Ninety-Seventh Congress, Second Session.

Congress of the U.S., Washington, DC. House Select Committee on Narcotics Abuse and Control.

REPORT NO.- SCNAC-97-2-7
PUB DATE- 18 Jun 82
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTIONS- Community Attitudes; *Drug Abuse; Hearings; *High Schools; *High School Students; Illegal Drug Use; Parent Attitudes; Social Problems; *Student Attitudes; *Student Behavior
IDENTIFIERS- Congress 97th; *Ohio

This document provides transcripts of testimony presented in a congressional hearing held to evaluate drug abuse in high schools, with a focus on Ohio. Testimony from Ohio residents is presented, including the Mayor of Mansfield, Ohio; a principal; a teacher; a sheriff; students who have used drugs; concerned parents; and police and Ohio county officials. In addition to testimonial transcripts, the prepared statements of 10 participants are also included. (WAS)

ED 235 417 CG 016 951

Glenn, Sigrid
Behavioral Intervention: Conceptual Viewpoint vs. Set of Tactics.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Behavior Change; Behavior Modification; *Counseling Theories; *Counselor Characteristics; Philosophy; Position Papers; Psychiatry; Psychologists; Psychology; Psychotherapy; *Schemata (Cognition)
IDENTIFIERS- *Consistency (Behavior)

Adherence to a variety of conceptual frameworks in psychological treatment has resulted in technical and theoretical eclecticism. Therapy techniques have become reduced to a set of tactics in which the therapist juggles conceptual frameworks in an attempt to maximize constructive behavior change. The practitioner must conceptualize his therapeutic philosophy and client approach because such conceptualization affects how the problem is formulated, what the therapist's role and responsibilities are, and the specifications of therapeutic tactics. Most importantly, a consistent conceptual framework assures that the therapist will not behave in mutually incompatible ways from one session to the next, ultimately risking limited success rates. Finally, theoretical eclecticism limits the therapist's intellectual growth by discouraging critical analysis of the theoretical tenets of one philosophy. Given that a thorough understanding and commitment to one consistent conceptual viewpiont is beneficial, a behavioral-analytic conceptual viewpoint offers still further advantages over other equally acceptable frameworks. A behavioral framework can be used in understanding and dealing with all people and any kind of behavior. Behavioral intervention has good potential for corrective feedback since it focuses on empirical events and pushes the therapist to consider alternative strategies and tactics when therapy fails. (BL)

ED 235 432 CG 016 966

Robinson, Sharon E.; Cabianca, William A.
Ordinal Position in Role Play Practice.
PUB DATE- 21 May 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Counseling Techniques; *Counselor Training; Empathy; Graduate Students; Higher Education; *Performance Factors; *Role Playing; Simulation; *Skill Development; Socialization; *Teaching Methods
IDENTIFIERS- *Order Analysis

Although the effectiveness of role play and its vicarious learning experiences for counselor training is well documented, little research has focused on the impact of the order of playing the roles on skill development. To investigate the effect of ordinal position, 36 beginning counseling students, 24 female and 12 male, with a median age of 30, participated in three 15 minute role playing sessions. The students were assigned to one of 12 counseling triads and then assigned to intratriad levels of ordinal position, counselor first, second, or third. Each subject also rotated through the client and observer roles. Prior to the sessions, all subjects were trained in the counseling skill, reflection of feeling. Following the exercises, written and audio transcripts of the counselors' responses were rated for frequency and degree of fidelity to the clients' feelings. An analysis of the results showed that neither ordinal position nor client or observer role affected the students' abilities to produce reflection of feeling responses. However, the accuracy of reflection of feeling responses (fidelity) showed steady improvement from counselor one to counselor three. In light of these findings, counselor trainers need to research further the most effective conditions for implementing role play in counselor training. (BL)

ED 235 447 CG 016 983

Baker, Stanley, B.; And Others
Counselors Sharing Their Skills with a Wider Audience.
PUB DATE- 22 Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Adolescents; Cognitive Style; *Communication Skills; *Counseling Techniques; Counselor Role; *Family Problems; Humanistic Education; Individual Development; Intervention; Prevention; Program Descriptions; Psychoeducational Clinics; School Counselors; Secondary Education; *Self Concept; *Skill Development; *Student Teacher Relationship; Underachievement

This presentation describes three preventive and skill building counseling programs implemented by school counselors in an attempt to share their skills beyond the traditional counseling-on-demand role. The Counselor-Directed Relationship Enhancement Training of Underachieving, Poorly Communicating Students and their Teachers program matched in dyads underachieving students, grades 8-12, and teachers to enhance communication skills. A modified version of the Guerney Relationship Enhancement (RE) training program was used in eight 45 minute sessions. Communication skills, e.g., empathy, expression, discourse facilitation, and problem solving were practiced with partners. Modest gains and trends favoring RE dyads were reported. The Helping Youth from Changing Families program placed male and female students from changing families, grades 7-9, in 5-10 member structured counseling groups. Groups met for twelve 45 minute sessions over 3 months. Twenty-eight discussion topics, e.g., personal reaction to loss, "Santa Claus" parents, and visitations, were systematically introduced by the counselor. An attitude measure showed students preferred the structured approach over counseling-on-demand. The Cognitive Restructuring as a Primary Prevention Strategy program taught male and female ninth graders, in four 45 minute sessions, to identify self-defeating thoughts and to replace those thoughts with self-improving ones. The program participants showed increases in self-concept. (BL)

ED 235 463 CS 007 253

Huffman, Gail M.; Edwards, Barbara
Are You Promoting Reading for Comprehension? A Guide for Self-Evaluation.
PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Classroom Environment; Elementary Education; *Evaluation Criteria; Program Effectiveness; *Reading Comprehension; *Reading Improvement; *Reading Instruction; Reading Processes; *Reading Programs; *Self Evaluation (Individuals); Student Behavior; Student Teacher Relationship; Teacher Behavior; Teaching Methods

Intended to help teachers assess the effectiveness of their reading program, this paper suggests how teachers can emphasize comprehension in reading, what behaviors students demonstrate related to getting and creating meaning when reading, and how the classroom environment can promote reading for meaning. After describing effective teacher and student behavior during reading, holistic evaluations of student reading comprehension, and student created classroom environments, the paper presents a checklist, or evaluation guide, for teacher self-evaluation. Of primary importance in each section of the evaluation guide is the emphasis upon children's language, interests, and experiences; functional and useful reading; opportunities for self-correction when reading does not make sense; and the promotion of student risk-taking through reasonable guesses, predictions, and interpretations. (HTH)

ED 235 479 CS 207 471

Haussler, Myna M.
Transitions into Literacy.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Beginning Reading; Case Studies; Environmental Influences; Longitudinal Studies; Primary Education; Reading Ability; *Reading Comprehension; Reading Difficulties; Reading Instruction; *Reading Processes; Reading Programs; *Reading Readiness; Reading Research; Reading Skills
IDENTIFIERS- *Print Awareness; *Reading Writing Relationship

Research suggests that reading is a written language process that is learned naturally in much the same way as oral language. To test this hypothesis, a descriptive, longitudinal study was conducted of the reading development of eight kindergarten and first grade students who showed environmental print awareness but were not considered readers. Data on the students' progress was collected from taped reading sessions, tests of print familiarity, book handling tasks, reading interviews, teacher interviews, and classroom observations. Based on these findings a model of children's transitions into literacy was developed suggesting that (1) children first learn that print is meaningful through social and contextual interactions with written material; (2) they then begin to apply semantically based transitional reading responses to print to discover its meaning; (3) when they find that these transitional responses do not work on connected discourse, they develop a variety of reading strategies including recognition, prediction, confirmation, and correction to the cuing systems of written language; and (4) some children take much longer to make the transition to effective reading because they do not learn to integrate contextual, graphophonic, or syntactic cues. These findings suggest that understanding children's varying print awareness is essential to effective reading instruction. (MM)

ED 235 495 CS 207 750

Bazerman, Charles
Early Developments in Argumentation in Physics.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTIONS- Intellectual History; Literature Reviews; *Persuasive Discourse; *Physics; Research Methodology; Research Reports; Rhetoric; *Rhetorical Criticism; *Science History; Scientific Research; *Technical Writing
IDENTIFIERS- Audience Awareness

An evaluation of four seventeenth and eighteenth century essays on optics revealed early trends in the evolution of scientific articles. The later articles showed a growing tendency to (1) separate practice from pure knowledge, (2) organize information around problems of knowledge and theory rather than around chronological events, (3) emphasize the rhetorical focus of the experimental design and report, and (4) accept individual responsibility for research results. In addition, the later works differed from the earlier ones in their methods of persuasion. They no longer used ostentatious descriptions of single observations, but presented plain narratives of repeated observations; they emphasized the accuracy of their theories not by relying on self-evident truths but by devising experiments to prove their theoretical points; and they stressed the importance of their findings by showing how their research contributed to the advancement of knowledge rather than by suggesting its practical significance. This development of argumentative patterns continues, in a more advanced form, in contemporary research. (MM)

ED 235 528 CS 504 358

Salmon, Charles T.; Kline, F. Gerald
The Spiral of Silence Ten Years Later: An Examination and Evaluation.
PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Attitudes; Communication Research; *Conformity; Group Dynamics; Influences; Interpersonal Relationship; *Majority Attitudes; *Mass Media Effects; *Models; *Opinions; Psychological Patterns; *Social Behavior; Social Isolation

In her model of opinion formation, Elizabeth Noelle-Neumann postulates a spiral of silence: to avoid isolation, people holding minority views either alter their ideas to conform to the majority's stance or remain silent, thus increasing the impression of the majority view's dominance. While providing a helpful integration of disparate ideas in public opinion formation, Noelle-Neumann's framework has been questioned at a number of points. Is it reasonable to assume that since people fear isolation, most fear being in the minority? Research suggests, in fact, that many people can oppose majority views as long as they have individual or group support and that interpersonal relationships have a greater impact on opinion formation than impersonal public opinion presented via the media. Recent studies have also offered an alternative to Noelle-Neumann's view of people as simply reacting to their perception of public opinion, suggesting that instead, people use their own opinions to form their perceptions of public attitudes. Whether people's behavior resembles the reaction or projection model may depend on a number of conditions, including their familiarity with the issue. Further research is needed on the many factors influencing opinion formation. (MM)

ED 235 562 EA 016 121

Arrington, Karen McGill; Williams, Carole A.
Statement on the Fiscal Year 1984 Education Budget. United States Commission on Civil Rights Clearinghouse Publication 79.
Commission on Civil Rights, Washington, D.C.
PUB DATE- Jul 83
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- American Indian Education; Bilingual Education; Block Grants; Disabilities; *Disadvantaged; *Educational Finance; *Federal Aid; *Federal Government; Females; Graduate Study; *Minority Groups; Special Programs; Student Financial Aid

Reviewing the administration's fiscal year 1984 education budget, this statement outlines the proposals to reduce federal funding for education and lessen the federal government's involvement in education programs. The statement specifically addresses education programs for the disadvantaged, minorities, women, and the handicapped. Criticizing the budget for limiting educational opportunities for these groups, the report points out the inappropriate timing of these proposed budget cuts since three independent commission reports have recently expressed grave concerns about the state of the American educational system. Included in the report are three appendixes. Appendix A provides brief descriptions of existing elementary and secondary education programs that are earmarked for incorporation into block grants and/or budget cuts. These programs include Title I, Emergency School Aid, Bilingual Education, Training and Advisory Services, Indian Education, Education for All Handicapped Children, and Women's Educational Equity. Appendix B includes descriptions of 13 higher education programs also earmarked for budet cuts, replacement by rew programs, or elimination. Appendix C includes tables of funding levels for selected programs. (MD)

ED 235 577 EA 016 138

Daniel, Annette
Financing Competency Based Programs.
PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Competency Based Education; *Cost Estimates; Educational Finance; Elementary Secondary Education; *Minimum Competency Testing; Remedial Instruction

Literature on the background, causes, and current prevalence of competency based programs is synthesized in this report. According to one analysis of the actual and probable costs of minimum competency testing, estimated costs for test development, test administration, bureaucratic structures, and remedial programs for students who cannot pass the exams depend on many variables and show a wide range. (MJL)

ED 235 607 EC 160 443

Greene, James D.; Pirtle, Rosanne
Facilitating Linking between Headstart and Public School Special Education Programs.
PUB DATE- Apr 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Agency Cooperation; Coordination; *Disabilities; *Information Dissemination; Models; Preschool Education; Public Schools; Self Evaluation (Groups); *Transitional Programs
IDENTIFIERS- *Project Head Start

A model designed to ease the transition for handicapped students from Head Start programs to public school settings is described. The model could also be adapted for transition from any private preschool to the public school setting for special needs children. The need for increased understanding between public school and Head Start program personnel regarding programing, eligibility, criteria, guidelines, mandates, and documentation needs is emphasized. To meet this need, a self-assessment instrument was developed. Data from the self-assessment illustrates responsibilities to each agency and promotes cooperation. Strategies to facilitate linking with the public schools are outlined and information that should be available to the schools is listed, including information from summaries of former Headstart Children. (A model time line reflecting the school calendar year, the self-assessment instrument, and a diagram showing agency inter-relationships are included.) (CL)

ED 235 622 EC 160 474

Booth, Tony
Special Needs in Education (E241): Handicap Is Social, Unit 13.
Open Univ., Walton, Bletchley, Bucks (England).
REPORT NO.- ISBN-0-335-13130-1
PUB DATE- 82
AVAILABLE FROM- Open University Educational Enterprises, Ltd., 12 Cofferidge Close, Stony Stratford, Milton Keynes, MK11 1BY England (no price quoted).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- Cultural Influences; *Disabilities; Elementary Secondary Education; Foreign Countries; *Labeling (of Persons); *Social Influences; Socioeconomic Influences
IDENTIFIERS- United Kingdom

This booklet, one of 16 designed for use in an Open University Course on the education of handicapped children in the United Kingdom, focuses on ways in which a disability is affected by social factors. Effects of geographic, economic, and cultural conditions are examined. Clinical and sociological perspectives of mental retardation are compared in a discussion of the effects of others' perceptions on a person with a disability. Ways in which schools can contribute to students' educational problems are reviewed, issues of control and conformity addressed, and the nature of labels considered. A final section presents the view of a handicap as a personal event and suggests ways in which people can intervene in their own life and in the lives of others. Readings and activities are suggested throughout. (CL)

ED 235 704 HE 016 644

Stevens, R. Carole; And Others

North Carolina Medical Technology Manpower Survey.

PUB DATE- Jun 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Allied Health Occupations; Certification; Educational Background; *Employment Patterns; Employment Projections; Employment Qualifications; Higher Education; Individual Characteristics; Institutional Characteristics; *Labor Turnover; *Medical Technologists; *Occupational Information; Occupational Surveys; Salaries; State Surveys; Statewide Planning; Work Experience
IDENTIFIERS- *North Carolina

A survey of the medical technology profession in North Carolina was undertaken in 1981 by the North Carolina Area Health Education Center to promote statewide planning. One survey focus was institutional characteristics, including: current staff level, budget vacancies, qualifications to fill vacancies, number of resignations in the last year, and projected staff needs for 1986. Individual data included salary levels, years of experience, educational background, and personnel certification. Questionnaires were completed by 119 hospitals and 61 other major employers of medical laboratory personnel. The study included 3,528 laboratory personnel: staff technologists (39 percent), staff technicians (21 percent); laboratory/section supervisors (10 percent); laboratory assistants (9 percent); and administrative/educational or phlebotomist/other categories (21 percent). Findings revealed 173 vacancies, a future need of 635 personnel, and a resignation rate of 24.1 percent. Forty-five percent held bachelor's degrees, 65 percent were certified, and 31 percent had less than 3 years experience. The data indicate a low vacancy rate and high turnover, advancement limitations, and a sometimes negative relationship between years of experience and salary. (SW)

ED 235 718 HE 016 686

Ott, Mary Diederich; And Others

Comparison of Faculty Salary Levels of Men and Women Possessing the Doctorate at the University of Maryland, College Park (1981 and 1982 Salaries). Summary of Findings and Actions.

Maryland Univ., College Park. Office of Institutional Studies.

PUB DATE- Aug 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Academic Rank (Professional); Advisory Committees; Change Strategies; *College Faculty; Comparative Analysis; Doctoral Degrees; Employment Practices; Full Time Faculty; Higher Education; Institutional Research; *Males; Personnel Policy; Professors; *Salary Wage Differentials; *Sex Differences; State Universities; *Teacher Salaries; *Women Faculty
IDENTIFIERS- *University of Maryland College Park

The 1982 salaries of male and female faculty members holding doctorate degrees at the University of Maryland, College Park, were compared as an extension of a 1981 study. All full-time instructional and research faculty at the rank of assistant, associate, or full professor were assessed. Attention was focused on differences that exist between salary levels of men and women faculty who held the same academic rank in similar departments and who received their doctoral degree in the same year. The differences between the total actual salaries of women faculty and the predicted salaries decreased between fall 1981 and fall 1982. The total women's salary difference declined by $6,520, whereas the number of women in the total study population increased by seven. The relationships between actual and predicted salaries for women were not uniform among divisions, among faculty ranks, or from year to year. Specific areas that were assessed included: the effects of initial salaries and promotions, the effect of annual reviews, and the number of years since obtaining the doctoral degree. In 1983, the Chancellor established divisional review committees to make recommendations regarding female faculty salary comparability. This process resulted in decisions to increase the salaries of 20 women in 1983. (SW)

ED 235 313 CE 037 051

Portny, Stanley E.

A Conceptual Approach to the Design of Management Information Systems for State Vocational Rehabilitation Agencies.

Berkeley Planning Associates, Calif.; Portny (Stanley E.) and Associates, Inc., Alexandria, VA.

SPONS. AGENCY- Rehabilitation Services Administration (ED), Washington, DC.
PUB DATE- Jun 82
CONTRACT- 300-81-0435
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Adult Vocational Education; *Design; Information Needs; *Management Information Systems; State Agencies; *Vocational Rehabilitation

State vocational rehabilitation agencies need a system for effectively and efficiently collecting, processing, and reporting program information. Design of such a system begins with a thorough understanding of the nature of the information needs and the particular applications for which the information will be used. Information needs may be divided into two categories: those arising from the requirements of external audiences that influence the program and those emanating from the internal demands of planning, management, control, and operation. When designing a state vocational rehabilitation agency management information system, each of five system operations should be addressed: data collection and preparation, data entry, data storage and retrieval, central processing, and report preparation. Some common issues and concerns for state agency information systems include the use of only a portion of the data routinely collected for agency planning, management, or operations; the maintenance by field staff of data routinely recorded in a centralized data base; the creation of reports that are not designed by identifying the particular need they are to fulfill and contain unnecessary information; and the marginal attempts to highlight and interpret significant information in a report. (Attachments describe efforts in Virginia and Illinois to use existing program data to analyze agency performance through a case load analysis system.) (YLB)

ED 235 592 EA 016 157

McKenzie, Phillip; Keeves, John P.

Eight Education Systems: Resource Allocation Policies in the Government School Systems of Australia and New Zealand. Staffing and Resources Study Report No. 1. ACER Research Monograph No. 16.

Australian Council for Educational Research, Hawthorn.

SPONS. AGENCY- Australian Education Council, Canberra.

REPORT NO.- ISBN-0-85563-248-8

PUB DATE- 82

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTIONS- *Administrative Organization; Educational Finance; Elementary Secondary Education; Equal Education; Foreign Countries; Needs Assessment; Preschool Education; Public Schools; *Resource Allocation; Retrenchment; School Demography; *School Organization; School Statistics; Teacher Characteristics; *Teacher Distribution; *Teacher Salaries

IDENTIFIERS- *Australia; *New Zealand

A comparative analysis of staff allocation in the six Australian States, the Australian Capital Territory, and New Zealand, this report describes existing structures and policies at the education system level and identifies innovative policies worthy of further examination. After an explanation of the background and conceptual framework of this study, the changing structures of the education systems over the past decade are discussed, particularly the devolution of authority to schools, including greater responsibility for curriculum development and administration, and the movement toward administrative decentralization of the Australian systems. The following chapters describe variations in the size and structure of schools among the systems studied, and the number and characteristics of teachers and other staff. A chapter on the allocation of personnel resources to government schools discusses the mechanisms of staff allocation and the formulae determining allocations. Teacher salary costs are detailed, and the final chapter offers policy options in response to pressures for change. Recommendations include coordination of different sectors of education systems, further devolution of administration to regional offices, progress toward more appropriate structure and size of schools, school-based curriculum development, and greater school authority for staff selection. Appendixes include classification of teachers and notes to the numerous tables. (MJL)

ED 235 402 CG 016 935

Staples, Robert
Singles in Australian Society. Discussion Paper Number 8.
Institute of Family Studies, Melbourne (Australia).
REPORT NO.- ISBN-0-642-88584-2
PUB DATE- Jun 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Adults; *Individual Characteristics; *Interpersonal Relationship; *Life Style; *Marital Status; *Social Attitudes; Social Life; State of the Art Reviews
IDENTIFIERS- *Australia; *Single Adults

This discussion paper describes the characteristics and life styles of single adults in Australia. Recent changes in sociological theory concerning marriage, family life, and single life are noted in the introduction, followed by a description of historical and demographic trends. Different categories of single adults (i.e., never married, widowed, permanently separated, divorced, and single parents), and types of single adult interpersonal relationships (i.e., free floating, open couple, closed couple, and de facto marriage), are described. The concept of the singles career is looked at in terms of these relationships and in adult accommodation to the single state. Positive and negative factors influencing adults' decision to remain single are noted, and negative stereotypes of singles and problematic aspects of being single are examined. Factors influencing future marital trends are highlighted. A 46-item bibliography is included in the paper. (WAS)

ED 235 546 EA 015 939

Actions for State Boards of Education.

Education Commission of the States, Denver, CO. Task Force on Education for Economic Growth.

PUB DATE- 83
AVAILABLE FROM- The Distribution Center, Education Commission of the States, 1860 Lincoln, #300, Denver, CO 80295 (6 copies, $5.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Administrator Guides; Advisory Committees; *Change Strategies; Cooperative Planning; *Educational Improvement; Educational Quality; Elementary Secondary Education; Guidelines; Pamphlets; *Public Education; *State Boards of Education
IDENTIFIERS- PF Project

Actions which state boards of education can take to promote the improvement of K-12 public education are presented in this brochure. The brochure is one of a series which offers specific ways in which different interest groups can respond to the eight broad action recommendations proposed by the Education Commission of the States' Task Force on Education for Economic Growth in their report, "Action for Excellence." The following areas are covered by the recommendations: (1) educational improvement plans; (2) partnerships between states and communities; (3) educational resources; (4) teacher improvement and recognition; (5) the student's academic experiences; (6) educational quality assurance; (7) educational leadership and management; and (8) services to students who are unserved or underserved. (DC)

ED 235 578 EA 016 139

A Study of the Quality of the Preparation and Performance of Illinois Educational Personnel. Staff Recommendations.
Illinois State Board of Education, Springfield.
PUB DATE- 28 Apr 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Elementary Secondary Education; Personnel Evaluation; *Personnel Management; *Personnel Policy; Personnel Selection; Professional Development; Public Policy; *School Personnel; Staff Development; State Boards of Education; *Teacher Certification; *Teacher Education; Teacher Qualifications
IDENTIFIERS- *Illinois

As part of a study initiated by the Illinois State Board of Education to provide information on which to base personnel policy for the state's schools, this report presents staff recommendations for future state policy governing all certified educational personnel. Recommendations cover the essential areas of personnel programs, including (1) recruitment, (2) assessment of training programs for certification, (3) assessment of personnel by local districts, and (4) professional development opportunities. For each of the four areas of concern, the study reviews present policy and its impact on workers and summarizes the findings and suggestions of advisory panels. Moreover, each section identifies possible solutions, drawn from various sources, for the problems arising from present policies and then presents in serial form the staff's recommendations for State Board of Education consideration. (JW)

ED 235 640 EC 160 497

Issues in the Delivery of Educational Services to Individuals with Learning Disabilities. A Position Paper of the National Joint Committee on Learning Disabilities.

National Joint Committee on Learning Disabilities, Baltimore, MD.

PUB DATE- 21 Feb 82
AVAILABLE FROM- NJCLD, The Orton Dyslexia Society, 724 York Rd., Baltimore, MD 21204 (no price quoted).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Delivery Systems; *Educational Needs; Elementary Secondary Education; *Learning Disabilities; Position Papers; *Remedial Instruction; Teaching Methods
IDENTIFIERS- *National Joint Committee on Learning Disabilities

The paper presents the position of the National Joint Committee on Learning Disabilities regarding the provision of educational services to students with learning disabilities (LD). The importance of providing a continuum of public and private services is stressed. Seven recommendations were made by the committee: (1) involved professionals should understand the nature and effects of learning disabilities; (2) the types of disabilities and the degrees of severity should determine the characteristics of the service options (which range from regular education programs to placement in a specialized education program at a residential facility); (3) the long term nature of LD requires a continuity of programs and services; (4) the primary instructional focus should be on the academic, cognitive, and linguistic deficits (with additional attention to other social, learning, and behavioral problems that may exacerbate existing disabilities); (5) professionals must offer a variety of instructional programs; (6) parents should be given opportunities for meaningful involvement; and (7) administrators should actively advocate for effective instruction. (CL)

ED 235 673 EC 165 114

Westerfield, Judy; Williams, Carolyn
A Three Phase Approach to Independent Apartment Living for Developmentally Disabled Adults: Westwick Supervised Apartment Program.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Daily Living Skills; *Deinstitutionalization (of Disabled); Developmental Disabilities; Group Homes; Institutionalized Persons; *Mental Retardation; *Normalization (Handicapped); Program Descriptions; *Residential Programs

A program created to help mentally retarded adults move from a state facility to an independent living situation in Jackson, Mississippi, is described. The three stages of the program are outlined as follows: (1) new clients are housed in a cluster unit of apartments close to staff housing, during which time they are assessed according to the "Community Living Skills Analysis" checklist; (2) pairs of clients who have mastered most of the necessary living skills are transferred to separate apartments and, with some supervision and training, live independently; (3) clients with proven ability to solve everyday problems remain in their apartments but are terminated from the program. For each stage of the transition, criteria, training goals, and expectations are outlined. Follow-up and emergency services provided by the sponsoring hospital to clients who have achieved independent status are described. (LP)

ED 235 690 FL 013 998

Littlewood, William T.
A Communicative Approach to Language Teaching Methodology. CLCS Occasional Paper No. 7.
Dublin Univ. Trinity Coll. (Ireland). Centre for Language and Communication Studies.
PUB DATE- 83
AVAILABLE FROM- The Secretary, Centre for Language and Communication Studies, Trinity College, Dublin 2, Ireland
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Communicative Competence (Languages); Models; *Second Language Instruction; Second Language Learning; *Teaching Methods

The learning needs relevant to a communicative approach to language teaching and the appropriate teaching methods are examined. Three alternatives perspectives on language use are discussed: structural, functional, and communicative. Taken together, these perspectives highlight the goal of foreign language learning: teaching the ability to use the language system creatively and to relate forms to functions appropriately in situations involving real meaning, real time, and actual interaction. Two models of language learning which might have different implications for language teaching methodology are considered: the skill learning model and the natural learning model. Practical suggestions for a communicative teaching methodology are offered. Four basic features of such an approach are: readiness to learn, insight into significant features of whatever behavior is to be learned, practice in producing the behavior, and feedback about the success of these attempts. (RW)

ED 235 299 CE 036 539

Drafting. A Bilingual Text = Dibujo Mecanico. Un Texto Bilingue.

Los Angeles Unified School District, Calif. Div. of Career and Continuing Education.

SPONS. AGENCY- California State Dept. of Education, Sacramento.
REPORT NO.- ISBN-02-820410-7
PUB DATE- 82
AVAILABLE FROM- Los Angeles Unified School District, Instructional Publications Unit, Room G-390, 450 N. Grand Avenue, Los Angeles, CA 90012 ($5.50).
LANGUAGE- English; Spanish
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTIONS- Charts; *Drafting; *Engineering Drawing; *Geometric Constructions; Graphs; Secondary Education; *Technical Education; Technical Illustration
IDENTIFIERS- Drawing; Sketching

This bilingual instructional text, one in a series of six texts covering various vocational and technical topics, provides secondary level English and Spanish instruction in drafting. Addressed in the individual units are the following topics: safety, drafting tools and techniques, sketching, geometric construction, working drawings, sectioning, pictorial drawing, charts and graphs, and careers in drafting. Each unit contains instructional text, a vocabulary review, discussion topics, and review questions. Concluding the text are a glossary and an appendix containing eight drawing exercises. (MN)

ED 235 328 CE 037 110

Finnerty, Kathy
Auto Mechanics. Heavy Equipment. Small Engines.
Oswego County Board of Cooperative Educational Services, N.Y.
SPONS. AGENCY- New York State Education Dept., Albany.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- *Auto Mechanics; *Engines; *Equipment Maintenance; Equipment Utilization; Learning Activities; *Operating Engineering; Postsecondary Education; Study Guides; Trade and Industrial Education; Workbooks
IDENTIFIERS- Automotive Cooling Systems; Automotive Electrical Systems; Automotive Fuel Systems; *Heavy Equipment Mechanics; Heavy Equipment Operators; *Small Engine Repair

Developed for use in auto mechanics, Heavy Equipment Repair and Operation (HERO), and small engines programs, these study guides and supplemental worksheets cover operating principles, lubrication, cooling system, ignition circuit and electrical system, and fuel system. The worksheets and guide questions are phrased to emphasize key points designated by the program instructor and to aid in evaluating the technical information presented within the curriculum area. Although some worksheets specifically state that they were written for a particular specialized occupational program, they may be modified or adapted for use in other mechanical clusters. Specific contents include reading modules (vocabulary, informational material, questions, and answer keys) on operating principles, lubrication, fuel systems, carburetors, and carburetor circuits; worksheets of various types, including short answer, true-false, matching, multiple choice, identification, and cloze exercises. A separate section contains exercises in micrometer reading, mathematics and vocabulary. Study guides are also provided for use with the "Small Gas Engines" textbook. The final section contains cloze exercises. All answer keys are included. (YLB)

ED 235 344   CE 037 144

Technology, Innovation, and Regional Economic Development. Census of State Government Initiatives for High-Technology Industrial Development. Background Paper.

Congress of the U.S., Washington, D.C. Office of Technology Assessment.

REPORT NO.- OTA-BP-STI-21
PUB DATE- May 83
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132) Reports - Research/Technical (143)
DESCRIPTIONS- Community Programs; *Developmental Programs; *Economic Development; Research and Development; *State Government; *State Programs; Technological Advancement; Technology
IDENTIFIERS- *High Technology; *Industrial Development

Census data were gathered on existing state government programs to stimulate, attract, or retain high technology industrial development. A preliminary taxonomy of program types and services indicated the range and diversity of the tactics. The census identified over 200 state and local economic development initiatives with at least some features directed toward high technological development. A total of 38 "dedicated" high technology development programs were found in 22 states. Initiatives to promote high technological industrial development usually resulted as natural, evolutionary outgrowths of the state's ongoing economic development efforts or from a special effort. State strategies targeted three different phases in the development and commercialization of new technologies: initial research and product/process development, commercialization and firm creation, and expanding production or application by established firms. (An appendix amounting to over 80 percent of the report contains detailed descriptions of 150 of the initiatives launched by state governments. Strategies and programs are arranged by states in alphabetical order. For each state, a general discussion of the state's overall strategy is followed by program descriptions that provide this information: program title, director or manager, address, date of establishment, level of state funding, program type, program services, and description.) (YLB)

ED 235 358 CE 037 181

Job Forecasting. Hearings before the Subcommittee on Investigations and Oversight of the Committee on Science and Technology, U.S. House of Representatives, Ninety-Eighth Congress, First Session (April 6-7, 1983).

Congress of the U.S., Washington, D.C. House Committee on Science and Technology.

PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Career Education; Demand Occupations; Employment Opportunities; Employment Patterns; *Employment Projections; Futures (of Society); Hearings; *Job Skills; *Occupational Information; Vocational Education
IDENTIFIERS- *Accuracy

This is a report of congressional hearings that focus on an examination of job forecasting methods to learn how accurately future jobs can be predicted and the kinds of skills and training American workers will need to fill them. Testimony includes statements and prepared statements of the majority leader of the House of Representatives and individuals representing Forecasting International, Ltd.; Massachusetts Institute of Technology; 9-to-5, the National Association of Working Women; Occupational Forecasting, Inc.; Accounting and Financial Management Division, National Productivity Group, General Accounting Office; Bureau of Labor Statistics; Economics, TRW, Inc.; Employment and Training Administration, Department of Labor; Community College of Allegheny County, Pittsburgh; UAW-Ford National Development and Training Center; Oklahoma State Department of Vocational and Technical Education; and Digital Equipment Corp. (YLB)

ED 235 433 CG 016 967

Karbowski, Joseph; And Others
The Additive Effects of Choice and Control.
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- College Students; *Expectation; Higher Education; Individual Power; *Locus of Control; Memory; Noise (Sound); *Performance Factors
IDENTIFIERS- *Choice Behavior

In separate research studies, students who were given a choice of learning materials or who had control over aversive noise, demonstrated higher motivation and better task performance. To investigate the additive effects of choice and control on perception of control, 80 male and female college students participated in a 2 (choice vs. no-choice) X 2 (control vs. no-control) research design using a paired-associate (PA) word choice task and a dice game. In the PA word choice task, subjects were shown a stimulus word and two possible response words. In the choice condition subjects either chose a response word, or were assigned the response word. All subjects received white noise during the decision trial; in the control condition the noise was discontinued after a choice was made. In the dice game, subjects rated their expectancy for winning prior to throwing the dice. After both events, all subjects were administered a PA cued-recall task and a perceived control questionnaire. Analysis of the results showed no additive effects of choice and control on expectancy measures in a gambling task and memory performance. The decision latencies in the PA task were responsible for the development of perceived control stemming from choice but not control. The contrasting results suggest the effects of choice and control may not be additive due to the unique characteristics of choice and control. (Author/BL)

ED 235 464 CS 007 313

Devall, Yvonna L.

Guide Students to Read Critically through the Instructional Use of Analogies.

PUB DATE- May 83

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTIONS- Cognitive Processes; *Critical Reading; *Critical Thinking; *Reading Comprehension; *Reading Instruction; *Reading Skills; *Reading Strategies; Secondary Education; Teaching Methods

IDENTIFIERS- *Analogies

Because it provides students with a strategy for the transfer of attributes from a familiar to an unfamiliar topic, the use of analogies can improve memory, increase specific knowledge, and encourage more critical evaluation of information. Analogies have been used to help students understand health and science materials, improve their vocabulary, and develop concepts in the content areas. To teach students to reason analytically, teachers can show them analogies of many types and help them discover and analyze the different kinds of relationships that can be expressed through the use of analogies. Once students have mastered the technique, teachers can ask them to write analogies relating to a passage they have read or have them discuss the relevance of a given analogy. Teachers can use discussions of differences between analogies to show that interpretation of a written text is subject to the reader's background of knowledge. Analogies can be used for literature as well. Through the strategy AEIOU and Sometimes Y (Analyze relationships, Explain, Instruct, Organize, Use, and sometimes You) instructors can provide structure and encouragement to students in using analogies and developing critical reading and thinking skills. (Appended are several instructional sheets that can be used to guide students through the instructional use of analogies.) (HOD)

ED 235 480 CS 207 481

Platt, Nancy Gaines
The Context for Writing: A Descriptive Study of One Family-Grouped, Informal First and Second Grade Classroom.

PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Classroom Environment; Classroom Observation Techniques; *Classroom Research; Grade 1; Grade 2; Primary Education; Research Methodology; *Student Teacher Relationship; *Teacher Role; Writing Improvement; *Writing Instruction; *Writing Research; Writing Skills

Materials were gathered in a first and second grade informal, family-grouped classroom over 45 days of two school years to provide an interpretive framework for looking at writing in context. Participant observation was used in order to see the classroom community from a member's perspective while at the same time making explicit those features usually taken for granted. Notes, photographs, audiotaped segments of classroom life, interviews of the teacher and of children, photocopied children's writing, and weekly newsletters to parents were analyzed, revealing a number of facts about the relationship between writing and the classroom environment. Observations suggested that children cared about doing things with friends and that the teacher fostered this interest by linking people, ideas, and things in classroom assignments. This practice indicated that children and their teacher were engaged in creating their own culture. By shaping contexts, the teacher encouraged students to experiment with varied written language uses and supported the gradual development of new modes of writing by embedding them in otherwise familiar events. What the class did together in exploring their world through literature and through direct experience gave support and significance to their early ventures in writing. (HOD)

ED 235 496 CS 207 815

Kiefer, Kathleen E.
Testing Basic Writers' Proficiency: An Effective Model.
PUB DATE- Jun 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Basic Skills; College Freshmen; Higher Education; Holistic Evaluation; Program Evaluation; *Student Evaluation; *Student Placement; *Testing; *Writing Evaluation; Writing Instruction; *Writing Skills
IDENTIFIERS- *Freshman Composition

The writing test at Colorado State University determines which students move from basic composition into the college composition course. Initially, all incoming students take a placement test similar to the holistically scored writing tests administered by the Educational Testing Service. This placement test, along with other information, provides generalizations about the students' skills and deficiencies. Once appropriately placed, students in the basic writing course find themselves focusing on writing skills--generating ideas, organizing them to communicate clearly to readers, developing them fully to convince readers, and editing them to reduce distractions. As a pretest at the beginning of the semester, students write an essay on an accessible topic in one hour. At the end of the semester, students are asked to write on a parallel topic. Because of the pretesting and posttesting, instructors can compare skills at the beginning and end of the semester and can evaluate skills that are expected of any student completing the basic course. Failing tests are examined along with other writing the weak students have produced during the semester. If students fail the final exam because of limited but consistent problems that they have begun to master in the final weeks of the semester, they are usually passed with hopes that they will master specific skills early in the next semester. Instructors of subsequent composition classes have applauded this testing process since it guarantees them more homogeneous classes. (HOD)

ED 235 512 CS 504 284

McAnany, Emile G.
Development Ethics and Funding Communications Projects: Some Critical Reflections.
PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Communication Problems; *Communication Research; *Communications; *Developing Nations; Environmental Influences; *Ethics; Futures (of Society); Intellectual History; Literature Reviews; *Mass Media; Moral Values; Research Design; Researchers; Research Needs; Social Change; *Technological Advancement; Theories
IDENTIFIERS- Developmental Communication

To evaluate the ethical role of researchers in developmental communication, this paper first reviews current thinking on development theories, suggesting that world recession, as well as skyrocketing national debts and internal conflicts in Third World nations underscore (1) the relationship between Third World development and global stability, (2) the distinction between development and Westernization, and (3) the existence of internal as well as external obstacles to national development. It then describes three positive developments in communication thinking over the past decade: a more modest view of communication as reflection rather than the cause of social structures and values, a greater understanding of the complex interaction between the media and society, and a new recognition that not all Third World problems can be solved through technological advancements. Summarizing current findings on social change, the paper suggests, for example, that change cannot be carried out simply by political mandate. In conclusion, the paper discusses researchers' need to critically evaluate their work. Communication scientists, it suggests, must review both the ends of their projects and the means, and then work to direct the reduced funding to those projects having the greatest impact on human needs. (MM)

ED 235 529 CS 504 365

Hall, Jon
Direct Legislation Campaigns and Parapolitical Organizations: A Case for Communications Analysis.
PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Behavior Patterns; *Citizen Participation; *Communication Research; *Legislation; *Participative Decision Making; Politics; *Research Needs
IDENTIFIERS- *Direct Legislation; Political Campaigns; *Political Communication

Noting that considerable research has been conducted in the area of political communication, this paper points out that little attention has been given to direct legislation techniques--means by which citizens participate in the legislative decision making process. To establish a rationale for the study of direct legislation efforts, the paper explores four topics: (1) the role of direct legislation in a participatory democracy; (2) the types, frequency, and uses of direct legislation; (3) arguments for and against direct legislation; and (4) related issues and concerns. The paper concludes that direct legislation campaigns are segments in the pattern of political development of the United States and deserve careful study. Tables setting forth provisions for direct legislation in each state are included. (FL)

ED 235 563 EA 016 122

Duckworth, Kenneth
Specifying Determinants of Teacher and Principal Work.
Oregon Univ., Eugene. Center for Educational Policy and Management.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Jul 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Academic Achievement; *Administration; Board of Education Policy; Collective Bargaining; *Educational Environment; *Educational Research; Elementary Secondary Education; Leadership; Models; *Predictor Variables; Principals; *School Organization; Students; Teacher Education; Teachers; Work Environment

This paper is one of a series to guide research linking educational policy and management with student achievement. It specifies the determinants of key paradigm variables and teacher and principal work. The paradigm developed for this type of research is presented in an earlier paper in the series. The constructs of the paradigm are defined, including the multiple influences that must be controlled in such studies, the importance of hierarchical decomposition of variance in teacher work variables, and the sequential nature of reciprocal causal relationships between teacher and principal work. Outlined are the determinants of teacher work, school organization and climate, and principal work. The paper infers that research on policy and management would be relevant to student educational outcomes. The relationship of the three sets of determinants, though, needs to be discussed further. The complexity of models and methodology implied by this paper indicates the importance of co-oriented and cumulative research programs. Included is a four-page bibliography of references and eight illustrated tables. (MD)

ED 235 608 EC 160 444

Reuter, Jeanette; And Others

Caregiver Reports on the Developmental Status of Handicapped Young Children: The Kent Infant Development Scale and the Minnesota Child Development Inventory.

Kent State Univ., Ohio.

SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Nov 82
GRANT- G008001794
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)
DESCRIPTIONS- *Behavior Rating Scales; Developmental Stages; *Evaluation Methods; Moderate Mental Retardation; Primary Education; *Severe Disabilities; *Test Reliability; Test Use; *Test Validity; Young Children
IDENTIFIERS- *Kent Infant Development Scale; *Minnesota Child Development Inventory

This panel presentation presents results of an assessment study of the reliability, validity, and utility of caregivers' reports on: (1) the behavioral competencies of severely handicapped children, and (2) the adaptive and intellectual behaviors of moderately handicapped children. The Kent Infant Development (KID) Scale (used with severely and profoundly handicapped children) and the Minnesota Child Development Inventory (MCDI) (used with moderately handicapped children in a parallel matrix of testing) were studied. The KID Scale elicits caregiver responses on child competencies in five areas: cognitive, motor, language, self-help, and social. Data are used for computer-generated profiles, including developmental timetables that indicate which milestones have been acquired and which milestones should be acquired next. Analysis of KID's reliability indicates adequate interjudge and test-retest reliability. Studies on the test's validity established concurrent validity with the Bayley Scale of Infant Development and substantiated the validity of caregiver reports. The scale's utility is discussed, and its prescriptions for programming are emphasized. The MCDI uses the mother's observations to measure development in eight areas: general, gross motor, fine motor, expressive language, comprehension-conceptual, situation comprehension, self-help, and personal-social. In this study, the instrument was completed by both home and educational caregivers and results were compared with the Stanford Binet Mental Age measure for 93 moderately retarded primary school children. Results indicated that the General Developmental scale of the MCDI was the best measure of Developmental Age in terms of reliability and validity, had the highest interjudge correlation, and had the highest correlation with the Stanford Binet Mental Age. (CL)

ED 235 623 EC 160 475

Booth, Tony
Special Needs in Education (E241): Eradicating Handicap, Unit 14.
Open Univ., Walton, Bletchley, Bucks (England).
REPORT NO.- ISBN-0-335-13131-X
PUB DATE- 83
AVAILABLE FROM- Open University Educational Enterprises, Ltd., 12
Cofferidge Close, Stony Stratford, Milton Keynes, MK11 1BY England
(no price quoted).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom
Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- *Disabilities; Elementary Secondary Education; Foreign
Countries; *Handicap Identification; *High Risk Persons;
Intervention; *Prevention; *Screening Tests; *Social Change
IDENTIFIERS- Scotland; United Kingdom

The prevention of handicapping conditions and the reduction of failure and disaffection in schools is the topic of this booklet, one of 16 texts designed for use in an Open University course on the education of handicapped students in the United Kingdom. Medical approaches to prevention, including those involving ethical issues, are explored. Examples of primary, secondary, and tertiary prevention are given, and court cases are introduced to illustrate the range of ethical and moral considerations involved. In a section on at-risk children, development of screening procedures in schools is considered, as are preschool home intervention approaches and the underlying theories of compensatory education. Scottish attempts to reform the curriculum and school organization are cited as one example of efforts to change the educational system, thereby reducing the ill effects of school on children. A final section considers factors that limit change but also notes the possibility of positive change. The appendixes summarize reactions of Scottish teachers to their new roles and present a brief case study of a preschool community project in Scotland. (CL)

ED 235 656 EC 160 814

F eber, Nancy

The Profoundly Handicapped Child: Assessing Sensorimotor and Communication Abilities. Working Papers in Developmental Disabilities.

Nebraska Univ. Medical Center, Omaha. Meyer Children's Rehabilitation Inst.

PUB DATE- Apr 78

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTIONS- *Cognitive Development; *Communication Skills; Curriculum Development; *Multiple Disabilities; Sensory Experience; *Severe Disabilities; Student Evaluation

The paper addresses the assessment of sensorimotor and communication skills in profoundly/multiply handicapped children. The problems inherent in assessing this population are described, including lack of validity of developmental norms established on children with intact sensory systems. Factors affecting sensory organization are reviewed, including attention, arousal and state, self-stimulation, complex visual system problems, and functional hearing. Typical problems involved in assessing the cognitive development of profoundly handicapped children are cited in a review of the Sensorimotor Cognitive Assessment "means-ends" subscale. Effects of sensory, motor, and cognitive factors on the child's grasping, approach or reach, and ability to make things happen are considered. Assessment of communication with this population begins with evaluation of signal levels. Modes of communication (visual, auditory, tactile components) and the effects on meaning are discussed. The relationship between communication and interpersonal attachment is commented upon in a final section. (CL)

ED 255 705 HE 016 645

Strover, Sharon; Bryant, Mark T.

The Role of Education in the Information Society.

PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Historical Materials (060) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *College Role; *Computers; Continuing Education; Data Processing; *Economic Factors; *Education Work Relationship; Higher Education; Industrialization; Industrial Training; *Information Processing; Labor Force Development; Research Utilization; Staff Development; *Technological Advancement

Changes brought about in higher education by the information-oriented society and the influence of the marketplace on the university's products are analyzed. The role that education played in the industrial revolution is also addressed. It is claimed that education adopted the goals of industrialization and, in its educational philosophy, structure, and content, attempted to produce the product demanded by the marketplace. Similar trends are noted for the information era, but with some important differences: the growing importance of information as an economic good in its own right and the changes in market demand for worker skills. It is suggested that since the industrial revolution, the university has provided three major types of products for society: an educated and socialized worker, knowledge in the form of basic research, and knowledge in the form of applied research. The university's role in providing continuing education and industry's involvement in employee development and training are also considered. Finally, attention is directed to competition from industry for academic personnel and the potential for continued basic and applied research at the university. (SW)

ED 235 373 CE 037 290

Hall, Budd, Ed.; And Others
Creating Knowledge: A Monopoly? Participatory Research in Development. Participatory Research Network Series No. 1.
Society for Participatory Research in Asia, New Delhi (India).
SPONS. AGENCY- International Council for Adult Education, Toronto (Ontario).
PUB DATE- 82
AVAILABLE FROM- International Council for Adult Education, 29 Prince Arthur Avenue, Toronto, Ontario, Canada M5R 1B2 ($7.00).
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - General (020) Reports - Research/Technical (143)
DESCRIPTIONS- Adult Education; Case Studies; Community Programs; *Educational Research; Nonformal Education; Nontraditional Education; *Research and Development; *Research Design; *Research Methodology; Research Needs; Research Problems; Research Projects; Rural Areas; Rural Education; Social Action; *Social Science Research; Unions; Urban Areas
IDENTIFIERS- Canada; Chile; Great Britain; India; Indonesia; *Participatory Research; Senegal; Tanzania

This book, consisting of 13 papers, deals with the theory, practice, and reactions to participatory research in the area of social research for development. Included in the volume are the following papers: "Breaking the Monopoly of Knowledge: Research Methods, Participation, and Development," by Budd Hall; "Creating Alternative Research Methods: Learning to Do It by Doing it," by Paulo Freire; "The Militant Observer: A Sociological Alternative," by Rosisca Darcy and Miguel Darcy de Oliveira; "Persons, Not Respondents: Alternative Approaches in the Study of Social Processes," by Michael Pilsworth and Ralph Ruddock; "A Critique of Monopolistic Research," by Rajesh Tandon; "Participatory Research or Pretense? Reflections on the Research Phase of an Indonesian Experiment in Non-Formal Education," by Nat J. Colletta; "The Ambiguities of Peasant Participation: Problems of Participatory Research in a Non-conventional Education Project in Senegal," by Oliver LeBrun; "Research as Education for Development: A Tanzanian Case," by Marja-Liisa Swantz; "Research in the New Communities Project: An Urban Housing Estate in England," by Paul Fordham, Geoff Poulton, and Lawrence Randle; "Peasant Participation, Adult Education, and Agrarian Reform in Chile," by Francisco Vio Grossi; "One Step Forward: A Community Project in Northern Canada," by James A. Draper; "Agricultural Farm Workers' Union in India," by Kalpana Tandon and Kawaljit Singh; and "Ambiguities in Participatory Research," by L. Dave Brown. (MN)

ED 235 387 CE 037 334

Kurland, Norman D.; And Others
Financing Adult Learning: Spotlight on the States.
Education Commission of the States, Denver, Colo. Education Improvement Center.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, Mich.
PUB DATE- Jul 82
AVAILABLE FROM- Publications Dept., Education Commission of the States, 1860 Lincoln Street, Suite 300, Denver, CO 80295 ($7.00).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Adult Basic Education; *Adult Education; Decision Making; *Educational Finance; Educational Policy; Federal Aid; *Government Role; Lifelong Learning; Resource Allocation; *State Action; *State Aid; *State Government

Designed to help state policymakers examine issues regarding the financing of adult learning and make decisions, this paper begins by outlining five positions on state financing: laissez faire, forced retrenchment, voluntary retrenchment, decentralized control of funding, and centralized control of funding. Collection of information on current allocation of resources is then discussed. Three charts are provided that can be used to relate five broad types of learning to (1) types of learning, sources of support, and public funding mechanisms; (2) types of learning and types of providers; and (3) types of learning and learner characteristics. The history, current status, and future prospects of federal funding are reviewed to help policymakers assess the need for state action in response to a changing federal role. Consideration is given to the issues and tradeoffs necessary to decide on the extent of the future state role in financing adult learning. Traditional and proposed new funding mechanisms are examined, and their advantages and disadvantages are explored. The final section of the paper provides an example of how policymakers can use the charts and presentations presented in previous sections to explore systematically the state role in financing a specific type of adult learning--basic education for adults. Appendixes include a chronology of federal support and a taxonomy of traditional funding mechanisms. (YLB)

ED 235 418 CG 016 952

Kantner, James E.; And Others

Life Stress: Related Symptoms, Subjective Appraisal and Coping Styles.

PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- *College Students; *Coping; Higher Education; Mental Health; Perception; *Physical Health; Psychosomatic Disorders; *Self Evaluation (Individuals); *Stress Variables; *Well Being

Stress and its influence upon physiological and emotional functioning has been well documented in research literature. In order to extend this research to study the relationship between accumulated life stress, symptoms, and coping responses, 202 college graduates and undergraduates, (144 females and 58 males) responded to three self-report measures. The surveys examined life stress, i.e., 28 college student life events, the frequency of 16 stress-related symptoms (e.g., insomnia, headache, asthma), and 32 coping behaviors (including task-orientation, rumination, hostility, and social affiliation) in response to specific stressful situations. Results showed a significant relationship between life stress and the subsequent reporting of specific stress-related symptoms, e.g., tension/irritability, hyperventilation, and heartburn. Further, both cognitive and subjective appraisals of life stress positively correlated with symptoms. No relationship was found to exist between life stress and alcohol, marijuana, or hard drug use. Future research should focus on the functional relationship between stress and cognitive, subjective appraisal which may mediate health outcomes. The surveys are appended. (Author/BL)

ED 235 448 CG 016 984

Pittman, Elaine; And Others
Punitive Parents as Models: Effects of Reward-Incentives and Sex of Model on Recall of Punitive Parental Behaviors.
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Behavior Development; Imitation; Incentives; *Learning Processes; *Modeling (Psychology); *Observational Learning; Primary Education; Punishment; Recall (Psychology); *Role Models; Young Children

One prediction derived from observational learning theory is that children learn parental-role behaviors by observing parental models. Variables which strongly influence behavior acquisition and performance during observational learning are the behavioral consequences of an action, and the sex of the behavioral model. To evaluate the effects of these variables and the effect of reward-incentives on the ability to recall modeled punitive parental behaviors, girls between the ages of 6 and 8 (N=24) watched one of two films dipicting a father, mother, and child interacting at the dinner table. Half the girls saw a father-punitive, mother-neutral dyad, while the others observed a mother-punitive, father-neutral dyad. Each child then reported as many of the modeled parental behaviors as possible, first without incentives, then with incentives for additional behaviors recalled. Results showed that the girls recalled the punitive model's behavior more than the neutral model's, regardless of the model's sex or the presence or absence of incentives. However, providing incentives increased recall of both punitive and neutral behaviors, although punitive behaviors were most affected. The male-punitive, female-neutral dyad was particularly salient, but only in the incentive condition. The findings support earlier research conclusions that children observe and learn behaviors of same and opposite sex models with equal proficiency. (Author/WAS)

ED 235 719 HE 016 687

Dixon, Terry
Administration in Higher Education: An Internship Experience.
PUB DATE- 21 Aug 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Administrator Attitudes; *Administrator Responsibility; *College Administration; *College Presidents; Decision Making; Experiential Learning; Higher Education; *Internship Programs; *Interpersonal Competence; *Leadership Responsibility

Perspectives on the skills needed by a college president or executive officer are considered, based on an internship experience with the Chancellor and Director of University Relations at the University of Nebraska, Lincoln. The information is directed to students contemplating a doctoral program in higher education administration. Attention is directed to guiding concepts used by executives in decision-making. On an institutional level, it is suggested that a clearly stated and communicated mission is important for daily and long-range operations. Additional institutional concepts include the following: the higher university-wide mission supersedes the mission of lesser units and members of the institution must feel ownership of the mission. Administrative concepts are proposed, including the following: information is power to accomplish a task and the key to cooperation is to assist others so they perceive an active part in decision-making. The following interpersonal and personal concepts are also considered: control and awareness of one's behavior are important in selling ideas and receiving cooperation and behavior needs to be matched to the individual one is dealing with and to the outcome the administrator desires. Brief recommendations for future internships are included. (SW)

ED 235 314 CE 037 052

Dodson, Richard; Kogan, Deborah, Ed.
Statistical Analysis in Evaluation Research: Tools for Investigating Problems in VR Performance.
Berkeley Planning Associates, Calif.
SPONS. AGENCY- Rehabilitation Services Administration (ED), Washington, DC.
PUB DATE- Apr 83
CONTRACT- 300-81-0435; HEW-105-79-4000
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Adult Vocational Education; Performance; *Program Evaluation; *Standards; State Agencies; *Statistical Analysis; *Vocational Rehabilitation

This report reviews the ways in which statistical analysis can be used as a tool by vocational rehabilitation program managers to investigate the causes of problematic performance and generate strategies for corrective action. Two types of data collection are noted: operational studies and statistical data studies. Descriptions follow of two levels of analysis: client level (micro level) and site or agency level (macro level). Two functions fulfilled by client-level analyses are discussed: (1) checking the validity, reliability, and accuracy of the information used in standards and informational data elements and (2) following up the program managers' investigations and the results of the agency-level analysis to explore the detailed interaction between client characteristics, service interventions, and observed client outcomes. Each description of an approach is followed by a case example. Two questions for evaluative research on the standards that are addressed by agency-level analyses are then considered: (1) how is attainment on the various standards data elements related across the state vocational rehabilitation agencies and (2) what explains the differences among state vocational rehabilitation agencies in attainment on specific standards data elements? A case example follows each description of an approach. (YLB)

ED 235 403 CG 016 936

Dras, Stephen R.; And Others
Moral Reasoning and Personality Variables in Relation to Moral Behavior.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Attribution Theory; *Behavior Patterns; College Students; Higher Education; Moral Development; *Moral Values; Personality Development; *Personality Traits; *Predictor Variables; Self Concept; Social Cognition
IDENTIFIERS- California Personality Inventory; Defining Issues Test

The relation of moral reasoning to moral behavior has been the subject of a substantial number of empirical studies; it may be more productive to employ a configuration of characteristics to predict moral behavior. To investigate the relation of moral reasoning and personality variables to moral behavior, 74 undergraduates, 30 males and 44 females, aged 18-34, were administered a moral reasoning measure, the Defining Issues Test, and a personality measure, the California Personality Inventory. The tests were administered in a group session in which the prestated time commitment was intentionally shortened to set up a moral situation that involved an informal contractual obligation. The contract stated that students were to receive course credit for completing three inventories, the third of which, due to lack of time, had to be completed at home and returned by mail. Of the 74 subjects, 57 returned the third measure, for a return rate of 77 percent. Results revealed that neither a combination of moral reasoning variables nor a combination of personality variables predicted return behavior. Rather, a combination of both moral reasoning and personality variables predicted return behavior. These variables were communality, tolerance, low dominance, achievement via independence, and a moral sense of rightness in fulfilling assigned duties. (BL)

ED 235 547 EA 015 940

Actions for Principals.
Education Commission of the States, Denver, CO. Task Force on Education for Economic Growth.
PUB DATE- 83
AVAILABLE FROM- The Distribution Center, Education Commission of the States, 1860 Lincoln, #300, Denver, CO 80295 (6 copies, $5.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Administrator Guides; Advisory Committees; *Change Strategies; Cooperative Planning; *Educational Improvement; Educational Quality; Elementary Secondary Education; Guidelines; Pamphlets; *Principals; *Public Education
IDENTIFIERS- PF Project

Actions which principals can take to promote the improvement of K-12 public education are presented in this brochure. The brochure is one of a series which offers specific ways in which different interest groups can respond to the eight broad action recommendations proposed by the Education Commission of the States' Task Force on Education for Economic Growth in their report, "Action for Excellence." The following areas are covered by the recommendations: (1) educational improvement plans; (2) partnerships between states and communities; (3) educational resources; (4) teacher improvement and recognition; (5) the student's academic experiences; (6) educational quality assurance; (7) educational leadership and management; and (8) services to students who are unserved or underserved. (DC)

ED 235 579 EA 016 140

Allison, Derek J.
Rationality, Authority and Spindles: An Enquiry into Some Neglected Aspects of Organizational Effectiveness and a Partial Application to Public Schools.
PUB DATE- Mar 80
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Administrators; Elementary Secondary Education; *Organizational Change; Organizational Communication; *Organizational Effectiveness; *Organizational Theories; Principals; *Public Schools; Schematic Studies; *School Administration; *School Organization; Teachers
IDENTIFIERS- *Authority

Focusing on the problem of authority, an analysis of the theories of Max Weber, James D. Thompson, and Elliott Jaques forms the basis for this proposal for improved organizational effectiveness in public schools. Basic assumptions are that modern organizations are established and operated under rational principles and subject to rational analysis, that in order to improve an organization's effectiveness administrators must act on its structure, and that in changing this structure administrators modify authority relationships between members. Thus, if fashionable but cosmetic remedies are imposed, schools' deep-seated structural problems are neglected. The organizational structure of schools can be improved by working for greater congruence with a triadic model granting each staff position, except teachers, requisitely rational authority--involving two-way accountability--over subordinates. Practical recommendations drawn from the model include: granting principals more authority; clarifying the limits of authority of intermediate assistants, thereby placing principals and teachers in more direct contact; redefining the role of vice principals as buffering principals and teachers from environmental turbulence; defining accountability relationships more clearly; implementing school-based budgeting; and improving teachers' access to principals and chief executive officers. An alternative theoretical analysis is summarized which implies that principals' main task is to buffer teachers from the disturbances of administrative bureaucracy. (MJL)

ED 235 593 EA 016 158

Ainley, John
Six Hundred Schools: A Study of Resources in Australian and New Zealand Government Schools. Staffing and Resources Study Report No. 2. ACER Research Monograph No. 17.
Australian Council for Educational Research, Hawthorn.
SPONS. AGENCY- Australian Education Council, Canberra.
REPORT NO.- ISBN-0-85563-250-X
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Class Size; Elementary Secondary Education; Foreign Countries; Noninstructional Responsibility; Organizational Theories; Policy Formation; Principals; Public Schools; *Resource Allocation; *School Organization; School Personnel; School Size; School Surveys; Staff Utilization; *Teacher Distribution
IDENTIFIERS- *Australia; *New Zealand

Questionnaire data underlie this analysis of the patterns of personnel availability and utilization in a sample of government schools in Australia and New Zealand. An introduction reviews research and outlines some theoretical issues relevant to school organization and resource allocation. The design and administration of the survey are reported in the second chapter. Personnel resources available in schools are described in chapter 3, which incorporates data on the number and type of teaching staff and support staff, the configuration of teaching and support staff in schools of different types, and the principals' report of emerging needs and priorities in staffing. In the following chapter school structures concerned with policy formulation and those concerned with policy implementation are examined in light of their influence on resource distribution. Chapter 5 considers details of resource allocation including the definition of class size, class size patterns at different school levels, and allocation of staff to noninstructional functions. The final chapter summarizes the discussion, concluding that resource allocation within schools is a complex network that needs to be understood in terms of purposes, circumstances, and structures, as well as student-teacher ratios and class sizes, and that staffing policies should be developed accordingly. Data are presented in abundant tables. (MJL)

ED 235 674 EC 165 119

McFalls, James
Critical Issues in the Treatment of Severe Self-Injurious Behavior in the Group Home Setting.
PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Crisis Intervention; *Group Homes; Institutionalized Persons; *Institutional Personnel; Intervention; Legal Responsibility; Medical Care Evaluation; Medical Services; Participative Decision Making; *Program Effectiveness; Program Evaluation; Residential Programs; Stress Variables; Therapy
IDENTIFIERS- PF Project; *Self Injurious Behavior (SIB); Stress Management

The paper briefly discusses 12 critical issues that significantly affect program success in reducing severe self-injurious behavior (SIB) in group homes. The paper emphasizes the necessity of: (1) a process approach to the development and monitoring of treatment; (2) demythologizing the self-injurious client; (3) discussing and clarifying legal liability issues early and often in treatment; (4) attending to staff stress tolerance levels; (5) attending to other clients' stress tolerance levels; (6) facilitating and developing staff support systems and lines of communication; (7) recognizing and addressing the staff's emotional response to the treatment; (8) minimizing or eliminating pressure from non-team members who question the program; (9) maximizing staff self-direction and decision-making ability in a crisis situation; (10) developing the staff's understanding of the probable course of treatment; (11) anticipating the effects on other clients' programs; and (12) accepting that there may be differential program effects. The paper concludes that the success of a program to reduce self-injurious behavior has less to do with behavior technology available than with the confluence of staff, client, and communication/support issues. (LH)

ED 235 691 FL 013 999

Maclaran, Rose
On the Interaction of Semantics and Pragmatics. CLCS Occasional Paper No. 8.
Dublin Univ. Trinity Coll. (Ireland). Centre for Language and Communication Studies.
PUB DATE- 83
AVAILABLE FROM- The Secretary, Centre for Language and Communication Studies, Trinity College, Dublin 2, Ireland
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Comprehension; Discourse Analysis; *Pragmatics; *Semantics; Speech Communication

The distinction between literal meaning, the domain of semantics, and inferred or implicated meaning, the domain of pragmatics, is examined. Grice's (1975) theory of implicated or conveyed meaning as part of an overall account of cooperative communicative behavior is evaluated. A range of data is presented which challenges Grice's theory. Discourse conventions and context determination are highlighted in an analysis of pragmatic inference. The data suggest that pragmatic inferencing plays a much greater role in natural language comprehension than is generally realized. Once the domain of pragmatic theory is extended, Grice's principles of conversation are inadequate to account for comprehension. Other approaches to the problems of inferred meaning are examined. It is concluded that selected aspects of these alternatives must be combined in order to arrive at a satisfactory account of pragmatics. (RW)

ED 235 300 CE 036 540

Industrial Crafts. A Bilingual Text = Trabajos Manuales Industriales. Un Texto Bilingue.

Los Angeles Unified School District, Calif. Div. of Career and Continuing Education.

SPONS. AGENCY- California State Dept. of Education, Sacramento.
REPORT NO.- ISBN-0-02-820450-6
PUB DATE- 82
AVAILABLE FROM- Los Angeles Unified School District, Instructional Publications Unit, Room G-390, 450 N. Grand Avenue, Los Angeles, CA 90012 ($5.75).
LANGUAGE- English; Spanish
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTIONS- *Art Materials; Bilingual Education; Employment Opportunities; Equipment Utilization; *Handicrafts; *Industrial Arts; Learning Activities; *Leather; *Metal Working; *Plastics; Safety; Secondary Education; Vocational Education; Woodworking
IDENTIFIERS- Enameling; Fiberglass; Laminating; Resin; *Woodcarving

This bilingual instructional text, one in a series of six texts covering various vocational and technical topics, provides secondary level English and Spanish instruction in industrial crafts. Addressed in the individual units are the following topics: plastics; laminating acrylic plastic; thermoforming plastics; sawing, shaping, and finishing plastics; fiberglass; casting with resin; copper tooling; woodcarving; copper enameling; leather craft; and careers in industrial crafts. Each unit contains an instructional text, a vocabulary review, discussion topics, and review questions. Concluding the guide is a glossary. (MN)

ED 235 329 CE 037 112

Finnerty, Kathy, Ed.
Cosmetology. Computerized Learning Modules.
Oswego County Board of Cooperative Educational Services, N.Y.
SPONS. AGENCY- New York State Education Dept., Albany. Office of Occupational and Continuing Education.
PUB DATE- 81
LANGUAGE- English
EDRS Price - MF04/PC31 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTIONS- *Computer Assisted Instruction; *Cosmetology; Learning Activities; Learning Modules; Postsecondary Education; Secondary Education; Vocational Education

Intended to help reading-limited students meet course objectives, these 11 modules are based on instructional materials in cosmetology that have a higher readability equivalent. Modules cover bacteriology, chemical waving, scalp and hair massage, chemistry, hair shaping, hairstyling, chemical hair relaxing, hair coloring, skin and scalp, trichology, and state board exam review. Each module programed on an Apple II microcomputer begins with a vocabulary and glossary section, followed by reading passages and visual reinforcements, and concludes with questions that check student comprehension. The final page of each lesson lists correct answers and refers students to the page within the text where the answer appears. Additional worksheets are provided following the lessons. While the lessons are designed primarily for use through interaction with a computer, the written text may be of use in and of itself. The lessons can also serve as review materials for topics covered in cosmetology courses. An epilogue contains a fact sheet, directions for student use, and references. (YLB)

ED 235 359 CE 037 182

Advanced Competencies for School Bus Drivers.

Illinois State Board of Education, Springfield.

PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- Adult Vocational Education; Behavioral Objectives; *Bus Transportation; *Driver Education; *First Aid; Instructional Materials; Job Skills; *School Buses; *Student Transportation; *Traffic Accidents
IDENTIFIERS- *Bus Drivers

Four units are provided for formal classroom instruction in advanced competencies for school bus drivers in Illinois. Units cover passenger control, accidents and emergencies, detecting hazards, and first aid. Each unit contains some or all of the following components: table of contents; a list of objectives; informative material, including an overview and information on the topics covered in the unit; worksheets; exercises; and review questions. (YLB)

ED 235 434 CG 016 968

Gupta, Nina
The Influence of Sex Roles on the Life Plans of Low-SES Adolescents.
Southwest Educational Development Lab., Austin, Tex.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Dec 82
CONTRACT- 400-80-0107
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Adolescents; Black Youth; *Disadvantaged Youth; Family (Sociological Unit); *Family Role; Intervention; Mexican Americans; Minority Groups; *Occupational Aspiration; Racial Differences; Role Models; Secondary Education; Sex Differences; *Sex Role; Social Mobility; Social Psychology; Sociocultural Patterns; *Socioeconomic Status; Whites

Previous research has shown that future roles and plans are affected by race, sex, and socioeconomic status (SES). However, almost all studies have focused on isolated aspects of socialization, such as the occupational plans of white males and the family plans of white females. To investigate the impact of social class, sex-role attitudes, and social-psychological variables on the future plans of low SES and minority male and female adolescents, structured interviews were held over a 3 year period with 65 males and 60 females from three ethnic groups: White, Black, and Mexican American. The 1 hour interviews focused on future plans, maternal employment, role models, sex-role attitudes, self-concept, and personal background. An analysis of the results indicated that low-SES adolescents do not want nor expect high-prestige jobs, and that they have traditional family plans. Background and social-psychological variables only occasionally linked with future plans. Although race and gender were not strong variables, results did suggest they may interact in the development of career and family plans. Suggested intervention strategies are aimed at broadening occupational horizons and providing alternative ways for handling career and family roles. (Appendices provide the interview guides and coding scheme.) (Author/BL)

Marino, Jacqueline L.; And Others
Building Schema through Writing: The Effects of Writing as a Pre-Reading Activity on Delayed Recall of Narrative Text.

PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Academic Aptitude; Cognitive Development; *Cognitive Processes; Grade 4; Integrated Activities; Intermediate Grades; Prior Learning; Reading Improvement; *Reading Research; Reading Skills; *Recall (Psychology); *Schemata (Cognition); *Writing Research
IDENTIFIERS- *Prereading Activities; *Reading Writing Relationship; Theory Practice Relationship

Drawing upon research on the composing process and schema theory, a study explored the effects of a generative writing task presented prior to reading on the delayed recall of fourth grade students. The purpose of the study was to determine if a writing task that required the learner to identify with events in a text to be read later would assist in building a cognitive framework into which text content could be assimilated. Subjects were all fourth grade students in a suburban school in the eastern United States. The two classes in the experimental treatment were asked to read a statement inviting them to pretend they were living in a particular historical setting and then write a letter to their grandparents describing the experience. They were not told of the related reading assignment to follow. The two control classes were asked to write a description of an event that had really happened that might be of interest to others. All students read the same passage, and all were told to remember as much of it as they could for the recall test the following day. Results showed that students exposed to the generative writing task recalled significantly more of the subsequent reading assignment than did those who wrote the unrelated narrative. In addition, lower achieving experimental group students scored significantly higher on the recall test than did their control group counterparts. (Stimulus materials are appended.) (FL)

ED 235 513 CS 504 289

Gouran, Dennis S.
A Theoretical Foundation for the Study of Inferential Error in Decision-Making Groups.
PUB DATE- Apr 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTIONS- *Cognitive Processes; Communication Research; Conflict Resolution; *Decision Making; Group Behavior; *Group Discussion; *Group Dynamics; Interpersonal Communication; *Logic; Memory; *Peer Influence; Schemata (Cognition)
IDENTIFIERS- Inferences; *Inferential Error; Nixon (Richard M); Watergate

To provide a theoretical base for investigating the influence of inferential error on group decision making, current literature on both inferential error and decision making is reviewed and applied to the Watergate incident. Although groups tend to make fewer inferential errors because members' inferences are generally not biased in the same direction, group interaction may promote collective inferential error by encouraging (1) the mass acceptance of atypical cases as representative, (2) the specialization of knowledge in complicated issues, and (3) the development of a shared outlook or schema. A recent model suggests possible sources for these group characteristics. As group participants have less time to individually consider a given concept, and consequently less time to activate a wide range of significant associations, their formulation of the target concept will tend to be simplistic and selective. A taped conversation among President Richard Nixon, John Dean, and John Mitchell shows how group inference errors develop. After Nixon denigrated its significance, Mitchell and Dean quickly dismissed the grand jury investigation of the cover up as unimportant, accepting Nixon's simplification of a complex and very serious issue as a "can of worms." (MM)

ED 235 530 CS 504 376

Wigand, Rolf T.; And Others
Transborder Data Flow, Informatics and National Policies: A Comparison among 22 Nations.
PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Change Agents; Communication Research; Computers; Developing Nations; Foreign Policy; Futures (of Society); *Information Dissemination; *Information Networks; Information Utilization; *International Law; International Organizations; *International Relations; International Studies; *Technological Advancement; Telecommunications

The product of advanced information technology and digital transmission capabilities, transborder data flow (TDF)--the flow of information across national borders via computer and other electronic communications systems--has considerable political, social, economic, and legal implications. Important issues in TDF include (1) the regulation of telecommunication planning and development among various nations without stifling innovations; (2) the protection of personal privacy; (3) the impact of TDF on the cultural identity of information receiving nations; (4) the expatriation of national information; (5) the treatment of information as a commodity; (6) the impact of TDF on developing nations' balance of trade, employment, and infant information services; and (7) the restriction of competition and market entry of transnational corporations through such legislated and nonlegislated barriers as tariffs and prohibitive pricing. While current international legislation on TDF may appear excessive to those hoping to profit from expanding telecommunications systems, to people wanting to improve privacy protection or protect fledgling information economies, it seems minimal. Greater international cooperation is needed to balance the need for a free flow of information with other needs for personal and national protection and benefit. (MM)

ED 235 624 EC 160 476

Booth, Tony; And Others
Special Needs in Education (E241): Research and Progress in Special Education, Unit 15.
Open Univ., Walton, Bletchley, Bucks (England).
REPORT NO.- ISBN-0-335-13132-8
PUB DATE- 83
AVAILABLE FROM- Open University Educational Enterprises, Ltd., 12 Cofferidge Close, Stony Stratford, Milton Keynes, MK11 1BY England (no price quoted).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- *Disabilities; Elementary Secondary Education; Program Evaluation; *Research Methodology; *Research Problems; *Special Education

One of 16 units designed for use in an Open University course on the education of handicapped students in the United Kingdom, this booklet analyzes the contribution of research to progress in special education and examines the relationship between empirical knowledge and moral principles in making educational decisions. An introductory section recounts efforts to evade individual responsibility for educational reform by basing educational change on the tenets of history, law, science, efficiency, and psychological development. The next section analyzes six topics in special education research (evaluating a reading scheme, evaluating research support of common theories about incidental learning and structured teaching, determining whether or not schools make a difference, comparing approaches to the history of special education, choosing an approach to remedial education, and examining parents' views of special education) and illustrates a range of approaches to research. Formal research is then considered in a discussion of the effect of research on special educational practice. Questions of research problem selection, research achievements, and research usefulness are addressed. The conclusion emphasizes the value of research in special education and encourages individuals to do their own basic research. (CL)

ED 235 641 EC 160 498

Learning Disabilites: Issues in the Preparation of Professional Personnel. A Position Paper of the National Joint Committee on Learning Disabilites.

National Joint Committee on Learning Disabilities, Baltimore, MD.

PUB DATE- 26 Sep 82

AVAILABLE FROM- NJCLD, The Orton Dyslexia Society, 724 York Rd., Baltimore, MD 21204 (no price quoted).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTIONS- *Interdisciplinary Approach; *Learning Disabilities; Position Papers; Practicums; *Preservice Teacher Education; Teaching Skills

IDENTIFIERS- *National Joint Committee on Learning Disabilities

Issues involved in personnel preparation are addressed in the position paper developed by the National Joint Committee on Learning Disabilities. Among problems cited in this area are obstacles to making changes in policy, curricula, and practica; territorality among professional training programs; lack of interdisciplinary education and training; and difficulties in recruitment. In order to overcome these problems, the committee offers seven recommendations, including establishment of high admission criteria in education and traning programs, periodic evaluation of programs and faculty members; use of guidance, monitoring, evaluation, and support systems; establishment of interdisciplinary programs which provide experience in human development and psychology, theories of language acquisition and use, and educational theory and practice in learning disabilities; development of structured practica and field experiences; creation of a 1-year teaching internship requirement; and implementation of innovative funding patterns for developing model interdisciplinary programs. (CL)

ED 235 657 EC 160 815

Rosenberg, S. A.; McTate, Gay Angel
Intellectually Handicapped Mothers: Problems and Prospects. Working Papers in Developmental Disabilities. Draft.
Nebraska Univ. Medical Center, Omaha. Meyer Children's Rehabilitation Inst.
PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Child Rearing; *Mental Retardation; *Parent Education; *Parents; Program Descriptions
IDENTIFIERS- *Disabled Parents

Issues in working with mentally retarded parents are considered. Experiences of the Intensive Services to Families at Risk Project (ISFAR), an effort to prevent the need for foster care by improving the quality of care for abused and neglected children in their own families, are recounted. Among problems facing retarded parents are a tendency to overgeneralize instructions, difficulty in adjusting parenting styles to changes in child's development, and lack of such vital resources as transportation for medical services or clothing. ISFAR services addressed child care knowledge, parent child interaction, resource deficits, and family supports. In addition, parents were helped to interact with various human service agencies. Activity groups were used to improve parenting abilities, and individual sessions were devoted to unique needs. Benefits of the program are traced, and the need for an array of services is stressed, including skill training, home visiting, and casework designed to reduce resource and social problems. (CL)

ED 235 706 HE 016 648

Cole, Charles C., Jr.
Effective Learning: A Study of Innovative Public Humanities Programs. Publication Number 5-80.
National Federation of State Humanities Councils, Minneapolis, MN.
PUB DATE- 80
AVAILABLE FROM- National Federation of State Humanities Councils, 12 South 6th Street, Suite 527, Minneapolis, MN 55402 ($3.50).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Adult Learning; Audiovisual Instruction; *Community Education; Drama; *Educational Innovation; Educational Radio; Educational Television; Enrichment Activities; Exhibits; Higher Education; History; *Humanities Instruction; *Lifelong Learning; Nontraditional Students; Public Education; *State Aid; Teaching Methods

Results of a survey of 91 innovative state humanities projects are presented, and the literature and theories about how adults learn are summarized. The representative sample of 91 public humanities projects are covered in alphabetical order. Most of the projects were selected because of their good humanities content and their success in generating strong audience participation. Formats of these projects include the following: bus tours, television and radio programs, computer instruction, exhibits with special features, games and simulation games, living history, humanists-in-residence, lectures, puppets, residential learning experiences, programs at shopping malls, sound and light shows, slide-tape presentations, additional multimedia presentations, theater as classroom, town meetings, traveling scholars, workshops, and programs for special audiences (e.g., senior citizens, inmates, and workers). Adult learning propositions of many theorists, including Carl Rogers and B. F. Skinner, are summarized. It is concluded that many methods, styles, and formats are needed to meet the learning needs of the adults, many of whom are capable of self-direction and have many life experiences as a resource. (SW)

ED 235 345 CE 037 145

Grais, Bernard; And Others
Lay-Offs and Short-Time Working in Selected OECD Countries.
Organisation for Economic Cooperation and Development, Paris (France).
REPORT NO.- ISBN-92-64-12391-1
PUB DATE- 83
AVAILABLE FROM- OECD Publications and Information Center, 1750 Pennsylvania Avenue, NW, Suite 1207, Washington, DC 20006-4582 ($11.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Books (010)
DESCRIPTIONS- Career Education; Economic Change; *Employment Statistics; *Foreign Countries; *Job Layoff; Labor Market; Measurement; Measurement Techniques; *Underemployment; *Unemployment; *Unemployment Insurance
IDENTIFIERS- Belgium; Canada; Denmark; France; Ireland; Italy; Luxembourg; Netherlands; United Kingdom; United States; West Germany

This report, which includes the conclusions of the Organisation for Economic Cooperation and Development (OECD) Working Party on Employment and Unemployment Statistics, analyzes arrangements for compensating workers in the OECD countries who are temporarily laid-off or subject to short-time work. In introductory sections to part 1, the concepts of partial unemployment and lay-offs are defined. Subsequent sections examine the differences among the various national administrative practices for the compensation of total and partial unemployment, explore the implications of these differences for the classification of laid-off persons in national unemployment statistics, discuss the imperfections of the international definitions of employment and unemployment, and propose ways in which these definitions might be improved. Annexes to part 1 contain proposals for ways to modify the 1954 international definitions of employment and unemployment and present definitions adapted by the Eighth International Conference of Labour Statisticians. Part 2 contains 11 chapters on individual OECD countries, providing material that served as the basis for the analysis in part 1. The institutional framework for compensation for lay-off and short-time working and statistical aspects (sources of statistics on unemployment) are discussed for these countries: Belgium, Canada, Denmark, the Federal Republic of Germany, France, Ireland, Italy, Luxembourg, the Netherlands, the United Kingdom, and the United States. (YLB)

ED 235 419 CG 016 953

Cook, Michael P.
A Methodological Critique of Community Psychology: Reflections on Research in the Field.
PUB DATE- Mar 83
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Content Analysis; Counselor Role; Psychologists; Research Design; *Research Methodology; *Research Problems; *Self Evaluation (Groups); Social Science Research; Trend Analysis
IDENTIFIERS- *Community Psychology

One of the important roles of the community psychologist is that of researcher. To determine how well that role is being fulfilled, and to what extent community psychology research conforms to accepted standards of social scientific endeavor, 621 articles published in the American Journal of Community Psychology (AJCP) and the Journal of Community Psychology (JCP) during 1973 to 1980, and 45 articles from an update based on the 1982 AJCP were content analyzed for methodological issues. Results showed that less than 12 percent of the studies were devoted to methodological issues and hardly any were devoted primarily to theory development. Only 30 percent of the studies specifically tested a hypothesis. Methodological weaknesses noted in the literature included the relative lack of control or comparison groups, the use of single occasion measurement designs, small sample size, and nonrepresentative samples. Although the overall quality of community psychology research seems to be improving, the future of the field depends upon the degree to which difficult and complex research methods can be implemented to solve complex social problems. (JAC)

ED 235 449 CG 016 985

Mueller, Charles W.

The Use of Different Rules to Allocate Reward and Punishment.
PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Cognitive Processes; College Students; *Decision Making; Higher Education; *Punishment; *Rewards

Much research has been conducted about how and when individuals allocate rewards, yet little research exists concerning the allocation of punishment. The process of allocating negative outcomes may be different from the decision making process for positive outcomes. To examine the decision making process for allocating rewards and punishment, psychology students (N=182) read scenarios in which an individual who either made or lost money for a group was directed to divide the group's reward or punishment (amount of money the group received or owed). The students then imagined they were the allocator, and decided how the money should be divided. Statistical analyses showed that allocators who had contributed a high number of correct or incorrect responses allocated more money to themselves than did those in the low allocator position. Allocators of punishment took away more money from themselves then reward allocators gave themselves. Subjects were more likely to choose equitable than equal allocations of outcomes in the allocation of punishments. The findings support the idea that reward and punishment allocations are not completely parallel processes. (WAS)

ED 235 465 CS 007 316

Wigfield, Allan; Asher, Steven R.
Social and Motivational Influences on Reading. Technical Report No. 288.
Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.

PUB DATE- Sep 83
CONTRACT- 400-81-0030
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Environmental Influences; *Parent Influence; Peer Influence; Racial Differences; *Reading Achievement; Reading Attitudes; Reading Improvement; Reading Materials; Reading Skills; *Social Influences; *Socioeconomic Influences; *Student Motivation; Teacher Influence

Race and socioeconomic class differences in children's reading performance are influenced by social and motivational factors. For example, children from poverty backgrounds are more likely to attribute success to conditions outside personal control, and thus do not experience as much pride in achievement as middle class students who have learned to associate success with ability and effort. Parents appear to play a critical role in the development of achievement motivation. Middle class parents generally foster strong achievement motivation by their high expectations of success and their involvement in the achievement-related activities of their children. They influence their children's reading performance more directly by the amount of reading materials they have in the home, encouragement they give, reading they do themselves, and time they spend reading with their children. Students' involvement in reading is also influenced by the kinds of reading materials schools provide and by teacher expectations. Among students from low socioeconomic groups, achievement is influenced negatively by peer pressure. Additional work, particularly on environmental factors, would allow researchers to go beyond the more demographic variables of race or socioeconomic status in exploring performance differences in reading. A comprehensive reference list is appended. (HOD)

ED 235 481 CS 207 486

McAndrew, Donald A.
The Effect of an Assigned Rhetorical Context on the Holistic Quality and Syntax of the Writing of High and Low Ability College Writers.
PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Academic Aptitude; *Audience Analysis; Comparative Analysis; Higher Education; Holistic Evaluation; *Persuasive Discourse; *Rhetoric; Writing (Composition); *Writing Evaluation; Writing Processes; *Writing Research; *Writing Skills
IDENTIFIERS- *Rhetorical Stance

To determine what effect the perceived audience and purpose of a written piece has on its quality, 30 high ability and 30 low ability writers were selected on the basis of a college placement examination and instructed to write two essays. Half of the students were given specific rhetorical contexts (audience and purpose) as well as topics. Holistic evaluations of the essays indicated that (1) high ability students produced higher quality writing and low ability students produced lower quality writing regardless of the task assigned, and (2) the presence or absence of an assigned rhetorical context produced no significant difference in writing quality or use of syntactic structures. One possible explanation for the lack of interaction between writing quality and described rhetorical context is that all students were writing in response to the real rhetorical situation--a writing course controlled by an instructor. (MM)

ED 235 564 EA 016 123

Runkel, Philip J.; Harris, Pamela
Bibliography on Organizational Change in Schools: Selected, Annotated, and Indexed. Third Edition.
Oregon Univ., Eugene. Div. of Educational Policy and Management.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTIONS- Administration; Annotated Bibliographies; Change;
Classrooms; Educational Diagnosis; Educational Environment; Elementary Secondary Education; Evaluation; Innovation; Intervention; Leadership; Linking Agents; Motivation; *Organizational Change; *Organizational Development; Racial Relations; School Desegregation

This annotated bibliography was compiled to help educators understand organizational change in schools. The purpose is to provide ideas that will help avoid wasted effort and reduce heartbreak in the application of change processes. This third edition omits at least one-third of the entries from the second edition. Items dropped are those superseded by more up-to-date writings. Entries dated earlier than 1970 have been reduced to a minimum. The authors admit that their topic selection process is personal and arbitrary. They have tried to select writings from journals commonly available in university libraries and from books whose publishers' addresses may easily be found. The bibliography contains 662 annotated entries. The index identifies articles by topic, author's name, and areas of interest. (MD)

ED 235 720 HE 016 691

Rutter, Thomas; Braxton, Larry
The Interactions of the Student Aid Office.
SPONS. AGENCY- National Commission on Student Financial Assistance, Washington, DC.
PUB DATE- 30 Apr 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Administrators; *Ancillary School Services; Government School Relationship; Higher Education; *Institutional Cooperation; *Interaction; *Organizational Communication; School Business Officials; Student Employment; *Student Financial Aid Officers; Student Personnel Services
IDENTIFIERS- Audits; *National Comm on Student Financial Assistance

The interactions of student financial aid offices with other campus offices, government agencies, and private groups are described. Campus groups that interact with the financial aid office include the following: campus veterans affairs office, student affairs office/dean of students, recruitment staff, campus registrar, chief executive officer, payroll office, loan collection office, the executive board, data processing center, deans and academic departments, controller, and admission office. The interactions of the financial aid office with the student services and student employment groups are also addressed, including student government, campus housing office, systemwide administration, student employment and placement offices, and off-campus employers. The aid office also deals with federal, state, and local government offices, including federal need analysis processors, federal and state legislatures, the U.S. Department of Education, and social welfare agencies. Attention is also directed to interactions with scholarship committees and other financial aid services, private scholarship donors, parents, high school counselors, the news media, and auditors. Finally, objectives of the "Audit Guide" of the Department of Education are identified. (SW)

ED 235 315 CE 037 053

Stoddard, Susan; And Others
Review of State VR Agency Procedures for Case Flagging: A Quality Assurance Activity.
Berkeley Planning Associates, Calif.
SPONS. AGENCY- Rehabilitation Services Administration (ED), Washington, DC.
PUB DATE- Apr 83
CONTRACT- 300-81-0435; HEW-105-79-4000
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Adult Vocational Education; *Evaluation; Evaluation Criteria; *Performance; *Quality Control; Standards; *State Agencies; *Vocational Rehabilitation
IDENTIFIERS- *Case Flagging; Case Management; Monitoring; *Timeliness

This report reviews the practices implemented by 53 different state vocational rehabilitation (VR) agencies to address quality assurance concerns. The broader spectrum of monitoring practices and evaluation systems used by different state agencies to assess worker and agency performance is first reviewed. The report then focuses on the range of procedures used to track timeliness, which has been adopted as one of the procedural standards of service quality in the revised standards evaluation system. A state-of-the-art review is presented of VR agency procedures used to identify undue delays, including some that do include case flagging components. An analysis is then presented of data regarding the timeliness of movement through the vocational rehabilitation process for a sample of closed cases. Data are from four model evaluation states: Delaware, Michigan, Oregon, and Mississippi. Timeliness is described and factors affecting timeliness are identified. A model case flagging system is recommended that periodically identifies cases to receive timeliness reviews. (An appendix with representative materials related to quality assurance and case flagging activities from state agencies is available separately.) (YLB)

ED 235 360 CE 037 183

McNeil, John M.
Labor Force Status and Other Characteristics of Persons with a Work Disability: 1982. Current Population Reports. Special Studies. Series P-23, No. 127.
Bureau of the Census (DOC), Suitland, Md.
PUB DATE- Jul 83
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 ($4.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTIONS- Adolescents; Definitions; Demography; *Disabilities; Educational Attainment; *Employment Level; *Employment Patterns; Family Income; Income; *Individual Characteristics; Minority Groups; National Surveys; Older Adults; Questionnaires; Salary Wage Differentials; Tables (Data); *Unemployment; Work Experience; Young Adults
IDENTIFIERS- *Current Population Survey; *Work Disabilities

Recent changes in the questionnaire used in the March Income Supplement to the Current Population Survey (CPS) have made it possible for the March CPS to be used as a source of information on the labor force status and other characteristics of noninstitutional persons with a work disability. According to the March 1982 CPS, the overall rate of work disability among persons between the ages of 16 and 64 was 8.9 percent. Among those factors that appear to be associated with a high likelihood of having a work disability are low level of educational attainment, race, region of residence, marital status, household relationship, poverty status, and program participation status. Data from the March 1982 CPS also indicated that the presence of a work disability had a strong negative impact on the likelihood of being in the labor force, and, among those persons in the labor force, the presence of a work disability was associated with a chance of being unemployed and with lower earnings. (This report contains nine text tables, seven detailed tables, copies of the March 1982 CPS questionnaire, Social Security survey estimates of the prevalence of work disability, and information concerning the source and reliability of these and other estimates of the prevalence of work disabilities.) (MN)

ED 235 388 CE 037 335

Hilton, William J.
Adult Learning Innovations: Vehicles for Social and Economic Progress.
Education Commission of the States, Denver, Colo. Education Improvement Center.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, Mich.
PUB DATE- Jul 82
AVAILABLE FROM- Publications Dept., Education Commission of the States, 1860 Lincoln Street, Suite 300, Denver, CO 80295 ($3.00).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Adult Education; *Communications; Computers; *Cost Effectiveness; Educational Finance; Educational Objectives; *Educational Policy; Educational Radio; *Educational Technology; Educational Television; Electronic Equipment; Resource Allocation; State Action; State Aid; State Government; *Statewide Planning; Telephone Communications Systems; Telephone Instruction

The cost-effective use of communications technologies to extend adult learning opportunities is one way state policymakers can face the challenge of responding to growing demands for essential public services. The major new educational technologies that are available are television, radio, telephone, computers, communications satellites, and hybrid systems. Advantages to be derived from their use fall into seven categories: cost savings, ease of use, time-free/space-free convenience, usefulness to a diversity of learners, program quality, accelerated learning times, and improvement of the efficiency of noninstructional services. Factors that inhibit the expanded use of the technologies are startup costs, resistance from those with a vested interest in the status quo, need for staff development, lack of consumer readiness, inequitable access, technical limitations of the devices, political/ideological considerations, public policy restrictions and implications, and need for more research. Of the possible state roles in promoting the use of the new technologies, state goal setting is particularly important. Once a state goal has been defined, a systematic approach should be used in the application of cost-effective instructional technologies to the achievement of that goal. (YLB)

ED 235 548 EA 015 941

Actions for Legislators.
Education Commission of the States, Denver, CO. Task Force on Education for Economic Growth.
PUB DATE- 83
AVAILABLE FROM- The Distribution Center, Education Commission of the States, 1860 Lincoln, #300, Denver, CO 80295 (6 copies, $5.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Administrator Guides; Advisory Committees; *Change Strategies; Cooperative Planning; *Educational Improvement; Educational Quality; Elementary Secondary Education; Guidelines; *Legislators; Pamphlets; *Public Education; *State Officials
IDENTIFIERS- PF Project

Actions which state legislators can take to promote the improvement of K-12 public education are presented in this brochure. The brochure is one of a series which offers specific ways in which different interest groups can respond to the eight broad action recommendations proposed by the Education Commission of the States' Task Force on Education for Economic Growth in their report, "Action for Excellence." The following areas are covered by the recommendations: (1) educational improvement plans; (2) partnerships between states and communities; (3) educational resources; (4) teacher improvement and recognition; (5) the student's academic experiences; (6) educational quality assurance; (7) educational leadership and management; and (8) services to students who are unserved or underserved. (DC)

ED 235 594 EA 016 159

Sturman, Andrew
Patterns of School Organization: Resources and Responses in Sixteen Schools. Staffing and Resources Study Report No. 3. ACER Research Monograph No. 18.
Australian Council for Educational Research, Hawthorn.
SPONS. AGENCY- Australian Education Council, Canberra.
REPORT NO.- ISBN-0-85563-249-6
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Case Studies; Community Involvement; Curriculum; Decision Making; *Educational Innovation; Educational Objectives; Elementary Secondary Education; Foreign Countries; Grouping (Instructional Purposes); Noninstructional Responsibility; Public Schools; *Resource Allocation; School Administration; *School Organization; School Personnel; School Size; *Staff Utilization; *Teacher Distribution; Team Teaching
IDENTIFIERS- *Australia; *New Zealand

This study documents the innovative utilization of resources in 16 exemplary schools and provides recommendations for staff deployment and school organization. Two introductory chapters place the report in the context of a wider study of which it is part and describe its conceptual framework. The following two chapters review the debate on case study research and discuss the organization, purposes, and methodology of this study. Chapter 5 offers brief descriptions of the schools selected, and the following five chapters analyze distinctive approaches to key processes in these schools: procedures for allocating students and teachers; aspects of teacher contact time; involvement of parents, support staff, community, and students in the teaching program; aspects of school program offerings; and policy determination processes. Chapter 11 investigates the effects of unique organizational characteristics of four alternative schools, and the closing chapter offers policy options including more flexible school staff configurations, new methods of attracting experienced teachers to isolated schools, alternative school structures to accommodate small numbers of senior students, the use of team teaching to create additional noncontact time for primary teachers, greater flexibility of class sizes, and careful formulation, implementation, and evaluation of school aims. (MJL)

ED 235 609 EC 160 461

Swann, Will, Ed.
The Practice of Special Education.
Open Univ., Walton, Bletchley, Bucks (England).
REPORT NO.- ISBN-0-631-12885-9
PUB DATE- 81
AVAILABLE FROM- Blackwell Press Limited, c/o Biblio Distribution Center, 81 Adams Dr., Totowa, NJ 07512 (ISBN-0-631-12879-4, hard copy; ISBN-0-631-12885-9, paperback; no price quoted).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Delivery Systems; *Disabilities; Elementary Secondary Education; Environmental Influences; *History; Parent Child Relationship; *Parent School Relationship; *Policy Formation; *Special Education; Student Placement; *Theories

Intended for use with an Open University (England) course, the book contains 27 papers on issues affecting handicapped students in special education. Topics considered include the individual and his/her relationship to the environment; the history of special education in the United Kingdom; varieties of special programs; relationships among parents, professionals, and children; special education policy factors; and research, theory, and practice. Among titles and authors are the following: "Sociological Perspectives on Mild Mental Retardation" (J. Mercer); "Physical Handicap in Children: Source of Variation" (J. Golding); "Mental Handicap: The Historical Background" (J. Ryan, F. Thomas); "The Origins of Special Education" (G. Sutherland); "Maladjustment: A History of the Category" (I. Bowman); "Young Children with Special Needs in Ordinary Schools" (M. Chazan, et al); "A Junior School Resource Area for the Visually Impaired" (S. Hegarty, K. Pocklington); "Special Provision for PH Pupils in Secondary Schools" (C. Cope, E. Anderson); "Intermediate Treatment, Special Education and the Personalization of Urban Problems" (P. Beresford, S. Croft); "Special Provision in Post-School Education" (J. Panckhurst); "Parents and Professionals" (J. Gliedman, W. Roth); "The Provision of Health Services to Handicapped Children and Their Families" (The Court Report); "Finance and Policy-Making in Special Education" (J. Lukes); "Handicap in Northern Ireland: A Special Case?" (F. Stephen); "The End of a Quiet Revolution: The United States Education for All Handicapped Children Act, 1975" (A. Abeson, J. Zettel); "Street Level Bureaucrats and Institutional Innovation: Implementing Special Education Reform" (R. Weatherley, M. Lipsky); "The Role of Psychological Research in Special Education" (C. Sinha); and "Principles of Curriculum and Methods Development in Special Education (D. Power). (CL)

ED 235 692 FL 014 000

Harding, E. M.
Compensation Strategies. CLCS Occasional Paper No. 9.
Dublin Univ. Trinity Coll. (Ireland). Centre for Language and Communication Studies.
PUB DATE- 83
AVAILABLE FROM- The Secretary, Centre for Language and Communication Studies, Trinity College, Dublin 2, Ireland
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Communicative Competence (Languages); Learning Processes; Linguistic Competence; Second Language Learning; *Speech Communication

Compensation strategies, the attempts made by non-native speakers to remedy the disparity between their communication needs and the linguistic tools at their disposal, are examined. Two tactics for non-native speakers are distinguished: that of averting problems by acting on oneself, and that of averting problems by acting on one's interlocutor. The control system which makes it possible to regulate non-foreseeable problems arising from the difficulties in interacting with native speakers is explicated. Spontaneous conversation between native and non-native speakers and the pedadgogics of compensation are examined. The problems of training non-natives in the use of compensation methods, and the role of the language class as a place for teaching the methods are discussed. Compensation is viewed as an important factor in the development of communicative and linguistic competence. (RW)

ED 235 301 CE 036 541

Graphic Arts. A Bilingual Text = Artes Graficas. Un Texto Bilingue.
Los Angeles Unified School District, Calif. Div. of Career and Continuing Education.
SPONS. AGENCY- California State Dept. of Education, Sacramento.
REPORT NO.- ISBN-02-820430-1
PUB DATE- 82
AVAILABLE FROM- Los Angeles Unified School District, Instructional Publications Unit, Room G-390, 450 N. Grand Avenue, Los Angeles, CA 90012 ($6.75).
LANGUAGE- English; Spanish
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTIONS- Bilingual Education; *Employment Opportunities; Equipment Utilization; *Graphic Arts; *Layout (Publications); Learning Activities; *Photography; *Printing; Safety; Secondary Education; Technical Education
IDENTIFIERS- *Book Binding; Marbling; *Offset Lithography; Silk Screen

This bilingual instructional text, one in a series of six texts covering various vocational and technical topics, provides secondary level English and Spanish instruction in graphic arts. Addressed in the individual sections are basic graphic arts (composition, stone and press work, offset printing, silk screen, and photography) and allied graphic arts (rubber stamping, marbling, hot stamping, linoleum block printing, bookbinding, and careers in graphic arts). Each unit contains an instructional text, a vocabulary review, discussion topics, and review questions. Concluding the text are a glossary and an appendix that includes a list of proofreader's marks and the layout of the California job case. (MN)

ED 235 330 CE 037 113

Microcomputers in Vocational Home Economics Classrooms in USD #512.
Shawnee Mission Public Schools, Kans.

SPONS. AGENCY- Kansas State Dept. of Education, Topeka.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Classroom Techniques; *Computer Assisted Instruction; Computer Literacy; Computer Managed Instruction; *Computer Programs; Guidelines; *Home Economics; Inservice Teacher Education; *Instructional Materials; *Material Development; *Microcomputers; Postsecondary Education; Preservice Teacher Education; Program Development; Program Effectiveness; Secondary Education; Teaching Methods; Workshops
IDENTIFIERS- *Apple II Plus

A project was conducted to identify software suitable for use in home economics classes and to train home economics teachers to use that software with an Apple II Plus microcomputer. During the project, home economics software was identified, evaluated, and catalogued. Teaching strategies were adapted to include using the computer in the classroom. Three teachers tested techniques in their area. These results were shared during inservice workshops through a demonstration of the various types of software. Project participants rated the presentation and products disseminated as excellent. (This document packet includes a summary of the project, an outline of the workshop, a teacher guide for using the Apple Computer, a list of types of computer programs, and a catalog of home economics software. The catalog lists the title of the program, publisher, cost, hardware needed, an evaluation of program quality, and a description of the contents of the program). (KC)

ED 235 374 CE 037 291

Kassam, Yusuf, Ed.; Mustafa, Kemal, Ed.
Participatory Research: An Emerging Alternative Methodology in Social Science Research. Participatory Research Network Series No. 2.
African Adult Education Association, Nairobi (Kenya).; Society for Participatory Research in Asia, New Delhi (India).
SPONS. AGENCY- International Council for Adult Education, Toronto (Ontario).
PUB DATE- 82
AVAILABLE FROM- International Council for Adult Education, 29 Prince Arthur Avenue, Toronto, Ontario, Canada M5R 1B2 ($7.00).
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Adult Education; Case Studies; *Cooperative Programs; Data Collection; Definitions; *Educational Research; Educational Strategies; Nutrition Instruction; *Research Design; *Research Methodology; Rural Education; *Social Science Research; Technological Advancement; Theater Arts; Vocational Education; Youth Programs
IDENTIFIERS- *Africa; *Participatory Research

This book, consisting of a series of discussion papers and case studies, is a compilation of the papers presented at a region 1 workshop on participatory research in Africa. Included in the volume are the following discussion papers: "The Concept of Development in the Social Sciences," by Kemal Mustafa and Deborah Bryceson; "The Politics of Research Methodology in the Social Sciences," by Marjorie Mbilinyi, Ulla Vuorela, Yusuf Kassam, and Yohana Masisi; "The Methodology of the Participatory Research Approach," by Deborah Bryceson, Linzi Manicom, and Yusuf Kassam; and "Participatory Research: Redefining the Relationship Between Theory and Practice," by Deborah Bryceson and Kemal Mustafa. Several case studies are also presented, including: "Participatory Research as an Instrument for Training: The Youth Development Project in the Coast Region of Tanzania," by Marja-Liisa Swantz; "Rural Vocational Education in Tanzania: An Exploratory Research," by R. Mshana and T. Bita; "The Use of Popular Theatre for Adult Education in Botswana and its Relation to the Concept of Participatory Research," by Ziki Kraai, Bob MacKenzie, and Frank Youngman; "Demystifying Research: A Case Study of the Chiwanda Nutrition Education Project," by Y. K. C. Masisi; "Appropriate Technology for Grain Storage at Bwakira Chini Village," by E. K. Mduma; "The Jipemoyo Project," by Kemal Mustafa; and "On Literacy Content," by Ngugi wa Mirii. (MN)

ED 235 404 CG 016 937

Hunter, Lisa; Lloyd-Kolkin, Donna

Friends Can Be Good Medicine: Educating the Community about Social Support and Health.

PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Communications; Community; *Community Education; *Community Involvement; *Health Education; Interpersonal Relationship; *Mass Media Effects; Program Descriptions; Social Networks; Social Support Groups; Well Being
IDENTIFIERS- California

Traditionally, the medical field has researched the physical components of health but neglected interpersonal, social factors such as the quality of supportive relationships. To communicate the critical importance of social support to health maintenance, and to stimulate community activities which connect people and provide opportunities to enhance personal relationships in everyday life, a statewide mental health promotion initiative was undertaken in California. The program utilized educational materials, localized responsibility for community education (with an emphasis on the community's "ownership" of the campaign), and mass media to disseminate its message over a 1-month period. Evaluation of the program showed increased agreement with the message, improved attitudes toward friendship, and intentions to become involved with friends. Additional information in this program description includes: (1) the educational resource materials used; (2) the rationale and procedures for planning and implementing a statewide campaign; (3) a listing of the public mass media participants and their time and financial contributions; and (4) a listing of private sector contributors. (BL)

ED 235 565 EA 016 125

Kirst, Michael W.
A New School Finance for a New Era of Fiscal Constraint. Policy Paper No. 83-C4.
Stanford Univ., Calif. Inst. for Research on Educational Finance and Governance.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- May 83
GRANT- OB-NIE-G-80-0111
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Classroom Techniques; Cost Effectiveness; *Curriculum Design; Curriculum Development; *Educational Equity (Finance); *Educational Finance; *Educational Improvement; *Educational Research; Elementary Secondary Education; Equal Education; Finance Reform; *Research Needs; Retrenchment; Time Factors (Learning)
IDENTIFIERS- California; *School Finance Research

Because current fiscal constraints call for inexpensive approaches to achieving equity, school finance research should, in addition to engaging in traditional analysis, address the relationship of curriculum and instruction to equity and economic efficiency. Problems of equity are posed by curriculum decisions and classroom management techniques that partly determine student performance. Cost-effectiveness, delivery systems, and time and cost productivity studies can offer data to help schools allocate resources more efficiently and equitably. Suggestions for research include conceptualizing school time as a zero-sum game in which student and teacher time are scarce resources subject to cost-effectiveness analysis, and studying content differences within schools and classrooms and among districts. The policy links between state departments of education and school districts and between districts and schools and classrooms could also profitably be explored. Classroom and finance researchers could collaborate in exploring policy options for increasing student performance given limited resources, including techniques for better time management. Promising low-cost school improvement methods used or proposed in California are listed. Data generated by school finance research can contribute to creating a climate favorable to adoption and maintenance of reforms altering time, content, materials, and teacher variables. (MJL)

ED 235 580 EA 016 141

Allison, Derek J.
Process Evaluation: Some Summarizing and Integrating Notes on the Organizational Implications of This Form of Teacher Evaluation.
PUB DATE- Feb 81
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Classroom Observation Techniques; *Evaluation Methods; *Formative Evaluation; Intervention; Rating Scales; *Research Problems; *School Organization; *Summative Evaluation; *Teacher Evaluation; Teacher Improvement; Teacher Supervision

Two methodologies for teacher-focused process evaluation--rating scales and systematic observation--are discussed and comments are made about their characteristics and effective utilization to improve teachers' performance. Process evaluation, referring specifically to the act of evaluating what teachers do in their classrooms, may be of formative or summative nature. Formative evaluation can be used to monitor what is happening and serves as the basis for making decisions about modifying teacher behavior. Summative evaluation is a quantitative statement that summarizes how well the teacher has been performing. Rating scales require the observer of events to structure, weigh, and relate many perceptions before reaching a conclusion. Rating systems would seem to be better suited to summative forms of evaluation. The second method, systematic observation, deliberately focuses on a sharply delimited set of process factors or dimensions. Both teacher and supervisor have information on a single aspect of classroom process that yields ideal formative data. The two approaches can exist if the organization ensures that the rating and observation methodologies employed are recognized as having separate and independent purposes and steps are taken to protect the integrity of each. (MLF)

ED 235 658 EC 160 816

Robinson, Cordelia C.

A Strategy for Assessing Motorically-Impaired Infants. Working Papers in Developmental Disabilities. Draft.

Nebraska Univ. Medical Center, Omaha. Meyer Children's Rehabilitation Inst.

PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Cognitive Development; Evaluation Methods; Intervention; *Parent Education; *Physical Disabilities; *Student Evaluation; *Testing

The document describes a process-oriented strategy for assessing children with atypical motor development. The Ordinal Scales of Psychological Development in Infancy by I. Uzgiris and J. Hunt are used as the content base. The intervention program focuses on teaching parents techniques for enhancing the child's functioning in sensorimotor, motor, and communication functioning. Unique features of the Uzgiris-Hunt instrument are noted, as is its conceptual basis. Adaptations of the instrument are described, including modifying the task or materials and carrying out the child's direction. Four levels of organization in sensorimotor intelligence are described and examples of adaptations for physically handicapped children are given: undifferentiated actions (systematic repetition of simple schemes); differentiated actions (intentional use of schemes within familiar contexts); regulation by differentiated feedback (discovery of new means to ends by new combination and modification of familiar schemes); and anticipation of regulations (problem solving through nonovert adaptation of multicomponent actions). Implications for parent instruction include a feedback model in which the child's developmental level determines the complexity of parental input, and the parent's input changes as the child's abilities change. (CL)

ED 235 675 FL 013 918

Melendez, Mildred C.
Phonological Variation: Educational Taxonomy for Adults.
PUB DATE- Aug 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Adults; *Bilingualism; *Educational Attainment; *English (Second Language); *Language Variation; *Phonology; Second Language Learning; Spanish; Speech Skills
IDENTIFIERS- New Mexico

The influence of educational background upon the variety of English as a second language speech was examined. Adults in a rural New Mexico community were interviewed in order to elicit data on phonological variation. Data were collected through free speech, controlled speech which required the informants to translate Spanish questions to English, and specific speech which encouraged the identification of familiar objects in both Spanish and English. Twenty-four adults ranging in age from 23 to 81 participated. Thirteen had a college education, 5 a high school education, and the remainder an elementary education. The subjects with more education showed less variance in producing English. Compared to the other groups, the most highly educated group took more time in speech production or avoided the three speech features which caused difficulty. The less educated groups either confused the feature "sh" with "ch" or used variants of "th." The performance of the native Spanish speakers improved with education and this improvement did not impair Spanish production. It is concluded that bilingual speakers can pattern their speech to what they hear as the standard of the three features. (RW)

ED 235 482 CS 207 487

Hult, Christine A.

Frames, Content Organization, and Themes in Student Expository Essays: An Analysis of Discourse Structure.

PUB DATE- 82

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTIONS- Coherence; *Cohesion (Written Composition); Comparative Analysis; *Discourse Analysis; *Expository Writing; Grammar; *Models; Persuasive Discourse; Secondary Education; Syntax; *Writing Improvement; Writing Processes; *Writing Skills

IDENTIFIERS- Audience Awareness; *Author Reader Relationships

To examine the relationship between writers' knowledge of expository frames--conventions accepted by both writers and readers in association with a particular type of discourse--and writing skill, 60 persuasive essays were analyzed for content organization. The essays, evaluated as either above average or average on a high school writing assessment examination, were studied to determine (1) hierarchical organization of arguments, (2) discourse structure, and (3) devices used to highlight themes. A comparison of average and high quality essays revealed more effective global organization among the higher scored papers, producing more adequate, unified, and coherent arguments. These papers also showed greater control over syntactic or grammatical theme-marking devices and had fewer unconventional paragraphs or unrelated themes. The great consistency among readers' evaluations supports the existence of an expository frame by which readers interpret expository texts. Results suggest that average or below average writers can benefit from direct instruction in planning, organizing, and structuring their writing and should be given opportunity to write in a variety of contexts and modes and in response to different audiences and purposes. (MM)

ED 235 642 EC 160 499

Learning Disabilities: The Needs of Adults with Learning Disabilities. A Position Paper of the National Joint Committee on Learning Disabilities.

National Joint Committee on Learning Disabilities, Baltimore, MD.

PUB DATE- 30 Jan 83
AVAILABLE FROM- NJCLD, The Orton Dyslexia Society, 724 York Rd., Baltimore, MD 21204 (no price quoted).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Adults; *Learning Disabilities; Position Papers; *Postsecondary Education; *Psychological Needs; *Vocational Education
IDENTIFIERS- *National Joint Committee on Learning Disabilties

The paper presents the position of the National Joint Commission on Learning Disabilities regarding the needs of adults with learning disabilities (LD). Among problems cited are lack of adequate assessment procedures for the population along with inadequate awareness of the social and emotional problems facing adults with LD. Five major recommendations are made: that all involved personnel understand the nature of LD; that preparation for postsecondary programs or employment be emphasized from elementary school; that all agencies work to assure accommodation of adults with LD, especially within postsecondary programs and vocational training programs; that other professions such as medicine, law, and rehabilitation counseling develop appropriate curricula for this population; and that mental health professionals become more aware of the needs of individuals with LD. (CL)

ED 235 420 CG 016 954

Hayden, Shelly R.; And Others
Helping Behavior: Effects of Stress and Commonality of Fate on Females.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Anxiety; Behavior Patterns; College Students; Cooperation; *Females; *Group Unity; Higher Education; Interaction; *Prosocial Behavior; Sex Differences; *Stress Variables
IDENTIFIERS- Commonality; *Helping Behavior

Research has suggested that people not sharing a common fate lack a sense of group identity, thus decreasing the tendency for helping behavior. To study the effects of stress and commonality of fate on helping behavior, 60 female college students participated in a replication of an earlier study which used male subjects. Participants were assigned to one of four conditions: (1) high stress/common fate (both subject and confederate were told they would be participating in a shock experiment); (2) high stress/dissimilar fate (subject and confederate were told they would be participating in a shock experiment or a word association experiment, respectively); (3) low stress/common fate (both subject and confederate were told they would be participating in a word association experiment); and (4) low stress/dissimilar fate (subject and confederate were told they would be participating in a word association experiment or a shock experiment, respectively). While filling out a participation receipt form, the confederate "accidently" knocked over a container of 100 pencils. The amount of helping behavior by subjects in each condition was measured by the number of pencils each subject picked up and the total number of subjects helping in each condition. Consistent with the original study a significant interaction was found, indicating that subjects were more helpful under conditions of high stress and common fate. Results also revealed a greater overall amount of helping behavior than that found by Dovidio and Morris (1975), which may have been influenced by situation variables or the subjects' backgrounds. (Author/JAC)

ED 235 435 CG 016 969

Clodi, Dennis R.
"Mountain Education": The Answer to the "3 D's." Drinking, Driving & Drugs. A Communication Manual for Parents.
Warrensburg-Latham Community Unit School District Number 11, Warrensburg, IL.
SPONS. AGENCY- Illinois State Dept. of Mental Health and Developmental Disabilities, Springfield.
PUB DATE- 83
AVAILABLE FROM- Department of Mental Health and Human Services, Rockville, MD 20852.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTIONS- Adolescent Development; Adolescents; *Alcohol Education; Drinking; Driver Education; Drug Abuse; *Drug Education; *Health Education; Humanistic Education; Parent Influence; *Parent Role; *Parents; Peer Influence; *Prevention; Resource Materials; Secondary Education; Social Support Groups
IDENTIFIERS- Illinois

This manual on drugs, alcohol, and driving is written for parents from both prevention and intervention perspectives. An overview of the substance abuse problem is presented through a description of the film, "The Mountain," a 14-minute animated movie in which a rural community, working together, learn to use and enjoy in safety the mountain near their community. Throughout the manual, the benefits of a caring/interactional approach in working with teenagers is emphasized. Drug and alcohol abuse are defined and warning signs of possible drug use are listed. A comprehensive chart of 25 drugs defines each drug by it pharmaceutical and slang names, its physical and psychological effects and side effects, its medical uses, and withdrawal syndrome. Prevention and treatment are discussed in supportive terms, and suggested guidelines for assessing the quality of treatment programs are given. Treatment programs in Illinois are listed. Alcohol use is presented in light of driving statistics, parental models, and drinking myths. A sample parent-teenager contract is offered. Sources of drug and alcohol education information, as well as an annotated list of miscellaneous educational materials are also provided. (BL)

ED 235 450 CG 016 986

Ross, Steven M.; And Others
Evidence for an Anorexic/Bulimic MMPI Profile.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Anorexia Nervosa; Clinical Diagnosis; College Students; Higher Education; *Personality Assessment; Psychological Characteristics; *Psychological Evaluation
IDENTIFIERS- *Bulimia; Eating Disorders; *Minnesota Multiphasic Personality Inventory

While there have been few reports of psychological assessment of eating disordered patients, studies using the Minnesota Multiphasic Personality Inventory (MMPI) to assess eating disordered subjects found that female anorexics had remarkably similiar profiles (score elevations of 70 or more) to female schizophrenics on the Depression (D), Psychopathic Deviate (Pd), Psychasthenic (Pt), Paranoia (Pa), and Schizophrenic (Sc) scales of the MMPI. MMPI profiles of bulimic women and women with alcohol or drug abuse problems were also similar. To assess and compare the personality characteristics of anorexics and bulimics using the MMPI and to compare these results to the earlier results, volunteers who met the Diagnostic and Statistical Manual (DSM III) criteria for anorexia and bulimia (37 female bulmics and 4 female anorexics) were interviewed, given a diagnosis, and administered the MMPI on the same day. Analyses of results showed that both bulimics and anorexics had similar profile configurations. Remarkable similarities were also obtained in profile configurations when comparing these results with the earlier results. The findings suggest that elevated D, Pd, Pt, and Sc scores for women, even when not all scale points are above T-scores of 70, should alert the clinician to the possibility of an eating or substance abuse disorder. (MCF)

ED 235 498 CS 207 863

Langer, Judith A.
Levels of Questioning: An Alternative View.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Cognitive Processes; Grade 3; Primary Education; *Questioning Techniques; *Reading Comprehension; *Reading Research; *Reading Strategies; *Reading Tests
IDENTIFIERS- *Inferences; *Reader Text Relationship

Working on the assumption that when reading comprehension is viewed from a constructivist framework, where meaning grows and changes as the text progresses, categorization into comprehension levels such as literal and inferential will be misleading, two third grade standardized multiple choice test items were selected from a larger body of test items and administered to 24 third grade students. A procedure was used allowing a view of each reader's growing and changing text world, from locally developed envisionments that were appropriate meanings-in-process through the final envisionments the readers had negotiated after completing the entire passage. The test questions had been previously analyzed to determine question type (local/global and literal/inferential), and analysis of student question-answering strategies permitted comparisons of the knowledge sources used across question types. The results indicated that students did not act on the assumptions used to make literal/inferential distinctions, and therefore interpretations of student performance on these measures did not reflect the meanings the students actually generated. (Author/HOD)

ED 235 514 CS 504 298

Barnett, George A.; Carson, David L.
The Role of Communication in the Professional Socialization Process.
PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Attitude Change; Attitude Measures; *Education Work Relationship; Environmental Influences; Higher Education; Job Analysis; *Socialization; *Speech Communication; *Technical Writing; *Work Attitudes

To explore the professional socialization of technical writers and communicators, 98 professional technical communicators were administered a questionnaire identifying key concepts in the field. On seven occasions, professionals, teachers, and graduate students were asked to estimate how greatly these concepts, together with four additional terms including "me" (self concept), differed from each other. Metric multidimensional scaling revealed that students' attitudes changed in the following ways during their graduate programs: (1) variance among student attitudes decreased as a function of a common educational experience, (2) identification with their future profession and acceptance of the diverse concepts describing the profession increased, and (3) similarity with teacher and professional attitudes developed. (MM)

ED 235 531 CS 504 377

Rankis, Olaf E.; Biggers, Thompson J.
Interpersonal Perception in International Business Negotiations: An Up-Date.

PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Administrators; *Arbitration; Communication Research; *Communication Skills; *Cross Cultural Studies; *Cultural Differences; *Intercultural Communication; International Studies; *Social Cognition

To determine the perceived intercultural commnication problems arising during three meetings of North American, Latin American, and Caribbean businessmen, business professionals were asked to assess their international counterparts in terms of (1) source credibility, (2) locus of control, (3) competitive posture, (4) communication certainty, (5) decision making flexibility, (6) differences in conducting meetings, (7) attribution of blame, (8) perceived understanding, (9) apprehension, and (10) differences in nonverbal behavior. Results suggested that differences in communication behavior (that are not mutually recognized) negatively affected the negotiations between the executives. In addition, both Latin American and Caribbean business professionals consistently saw the North American participants as "controlling" and "dominant," and as representing businesses that were "more equal" than the others. (Survey instruments and findings are appended.) (MM)

ED 235 625 EC 160 477

Booth, Tony; And Others
Special Needs in Education (E241): An Alternative System: A Special Imagination, Unit 16. Second Edition.
Open Univ., Walton, Bletchley, Bucks (England).
REPORT NO.- ISBN-0-335-13133-6
PUB DATE- 83
AVAILABLE FROM- Open University Educational Enterprises, Ltd., 12 Cofferidge Close, Stony Stratford, Milton Keynes, MK11 1BY England (no price quoted).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- Community Resources; *Disabilities; Educational Philosophy; Elementary Secondary Education; Foreign Countries; *Mainstreaming; *Models; Normalization (Handicapped); Student Placement
IDENTIFIERS- United Kingdom

The last of 16 booklets designed for use in an Open University course on the education of handicapped students in the United Kingdom, this text focuses on integration and ways it might be pursued. Questions are posed for the student to answer concerning various aspects of integration, including the amount of centralization needed, the effects of limited resources, and integration as a basic right for all. An ideal for an integrated school, with heavy community involvement and mixed ability teaching is posed. Ways in which integration can be pursued at the national, local, school, and individual levels are explored. Such factors as school curriculum and organization, teacher roles, and pre- and post-school programs are addressed. A final section considers barriers to change (such as official resistance and professional caution) as well as agents for change (including parents and advocacy organizations). (CL)

ED 235 707 HE 016 654

Facts on Grants, 1982. A Report on Grant-Making.
Mott (C.S.) Foundation, Flint, Mich.
PUB DATE- 82
AVAILABLE FROM- C. S. Mott Foundation, Communications Department,
1200 Mott Foundation Building, Flint, MI 48502.
LANGUAGE- English
EDRS Price - MF01/PC16 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTIONS- Black Colleges; Citizenship Education; Community Development; *Community Education; Community Organizations; *Donors; Fine Arts; *Grants; Higher Education; Individual Development; Leadership; *Philanthropic Foundations; *Private Financial Support; Program Descriptions; Recreational Activities; Resource Allocation; Vocational Education; Volunteers
IDENTIFIERS- Mott Foundation

Summaries of 361 grants made in 1982 by the Charles Stewart Mott Foundation are presented. The guide contains fact sheets on grants for $15,000 or more; all grants for amounts under $15,000 are listed with brief descriptions. Most of the fact sheets provide information on how the grants meet the objectives of the Foundation, what they might accomplish, how they are related to other Foundation-supported programs, how many people are served, and how the money is used. The program director and the Foundation contact person are identified on the fact sheets, some of which provide data on the total budget and project support to date. The grants are grouped by the following Foundation objectives and missions: expressing individuality with a focus on programs in fine arts and recreation in the community; expanding personal horizons, including support to black higher education, youth employment, and work preparation; citizenship; volunteerism, specifically in the schools and public systems; community renewal; openness and expression of human potential as part of a community education process; allocation, use, and delivery of resources; leadership; leadership practice; governance; and program philosophy renewal. (SW)

ED 235 346 CE 037 146

Oversight of Vocational Education, 1983. Hearings before the Subcommittee on Education, Arts and Humanities of the Committee on Labor and Human Resources, United States Senate, Ninety-Eighth Congress, First Session on Examination of the Federal Role in Future Reauthorization of Vocational Education (February 23-24, March 2-3, 1983).

Congress of the U.S., Washington, D.C. Senate Committee on Labor and Human Resources.

REPORT NO.- S-HRG-98-165

PUB DATE- 83

LANGUAGE- English

EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)
Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTIONS- Access to Education; Adolescents; Adults; Disabilities; *Educational Finance; Educational Improvement; *Educational Legislation; Educational Needs; Educational Philosophy; Educational Policy; Education Work Relationship; Federal Legislation; Federal Regulation; *Federal State Relationship; *Government Role; Hearings; Job Skills; Minority Groups; Policy Formation; State Federal Aid; Vocational Education

IDENTIFIERS- Congress 98th; *Reauthorization Legislation; *Vocational Education Act 1963

This document contains transcripts of U.S. Senate hearings leading to the reauthorization of the Vocational Education Act. During the hearings, testimony and/or prepared statements were given by the U.S. Secretary of Education, representatives of business and industry (especially the training sector), educators (especially vocational education directors, superintendents of various school systems, and state education superintendents), and representatives acting on behalf of women, minority groups, and handicapped persons. Some of the issues discussed by the witnesses were the following: (1) the decreased amount of federal spending for vocational education while the federal government is demanding more roles for vocational education; (2) the federal role in vocational education: what it is; what it should be; and what part should be played by state governments; (3) the quality of work skills possessed by persons in the work force; (4) the need for greater public/private sector cooperation in vocational education; (5) how the current government structure in vocational education affects the delivery of services; and (6) vocational education and minority groups. Recommendations on these topics and others were made in the hope of affecting the provisions of the reauthorized Vocational Education Act. (KC)

ED 235 466 CS 007 319

Asheim, Lester, Ed.; And Others
Reading and Successful Living: The Family-School Partnership.
REPORT NO.- ISBN-0-208-02004-7
PUB DATE- 83
AVAILABLE FROM- Library Professional Publications, 995 Sherman Ave., Hamden, CT 06514 ($11.50).
LANGUAGE- English
Document Not Available from EDRS.

PUB TYPE- Collected Works - Proceedings (021) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Administrator Role; Elementary Secondary Education; *Family School Relationship; *Library Role; Literacy; Literature Appreciation; *Parent Role; Program Development; Reading Habits; *Reading Instruction; Reading Programs; Student Needs; *Teacher Role

The items in this book were drawn from a symposium intended to (1) recommend priorities in national educational policy relating to reading; (2) focus attention on the essential role of an active two-way, family-school partnership in encouraging reading as a lifetime habit; and (3) help various organizations concerned with literacy and reading shape their goals and programs. In the book's forward, Mrs. George Bush discusses her role in promoting literacy and literacy education. This is followed by remarks made by Robert Andringa, Executive Director of the Education Commission of the States, concerning the state of pubic education in a changing world. The major portion of the book consists of backgroud papers presented at the symposium, along with responses and discussions. These materials, prepared by invited experts, represent the school administrator's, reading teacher's, parent/citizen's, and library media specialist's perspectives on literacy and reading. The remainder of the book contains recommendations and principles evolved by symposium participants. A bibliography of suggested readings is appended. (FL)

ED 235 549 EA 015 942

Actions for Chief State School Officers.

Education Commission of the States, Denver, CO. Task Force on Education for Economic Growth.

PUB DATE- 83

AVAILABLE FROM- The Distribution Center, Education Commission of the States, 1860 Lincoln, #300, Denver, CO 80295 (6 copies, $5.00).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTIONS- Administrator Guides; Advisory Committees; *Change Strategies; Cooperative Planning; *Educational Improvement; Educational Quality; Elementary Secondary Education; Guidelines; Pamphlets; *Public Education; *State Officials; *Superintendents

IDENTIFIERS- PF Project

Actions which chief state school officers can take to promote the improvement of K-12 public education are presented in this brochure. The brochure is one of a series which offers specific ways in which different interest groups can respond to the eight broad action recommendations proposed by the Education Commission of the States' Task Force on Education for Economic Growth in their report, "Action for Excellence." The following areas are covered by the recommendations: (1) educational improvement plans; (2) partnerships between states and communities; (3) educational resources; (4) teacher improvement and recognition; (5) the student's academic experiences; (6) educational quality assurance; (7) educational leadership and management; and (8) services to students who are unserved or underserved. (DC)

ED 235 693 HE 015 129

Wellard, Rod, Ed.

Essential Elements of Teaching and Learning in Higher Education. Research and Development in Higher Education, Volume 4. Papers Presented at the Annual Conference of the Higher Education Research and Development Society of Australasia (7th, Melbourne, Victoria, May 9-12, 1981).

Higher Education Research and Development Society of Australasia, Sydney. (Australia).

REPORT NO.- ISBN-909528-19-5
PUB DATE- May 81
AVAILABLE FROM- Higher Education Research and Development Society of Australasia, TERC, P.O. Box 1, Kensington, New South Wales, 2033 Australia (AUS $18.00).
LANGUAGE- English
EDRS Price - MF01/PC18 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141) Reports - Research/Technical (143)
DESCRIPTIONS- Classroom Environment; *College Instruction; Educational Change; *Educational Planning; *Foreign Countries; *Instructional Development; Instructional Improvement; Nontraditional Students; Postsecondary Education; *Student Evaluation; Teaching Methods
IDENTIFIERS- *Australia

Forty-four papers from the 1981 conference of the Higher Education Research and Development Society are presented that focus on issues related to the planning of learning, technique and art in teaching, and judging the effectiveness of learning. Among the papers and authors are: "Planning the Means by Which Teaching and Learning Should Occur" (W. G. Malcolm); "The Climates of Teaching and Learning That Australian University Teachers Establish in Their Undergraduate Classes" (J. Genn); "Planning for Distance Learning" (N. Westwood); "Teaching Your Discipline to Students of Another" (V. Ullrich); "Supervision of Post-Graduate Research Students" (I. Moses); "Students Teach Students" (D. V. Queis, M. Frilling); "Some Suggestions on Implementing a Successful System of Student Evaluation" (J. F. Henderson); "Language and Study Skills across the Disciplines" (L. Marshall); "Special Entry Students in Tertiary Education" (R. Osman); "Mature Age Students in Tertiary Courses" (L. Greagg); "Exit Interviews--Talking to Those Who Leave" (N. Lawler); "Barriers to Instructional Development in Universities and Colleges" (I. D. Thomas, H. R. Poole); and "The New Technicalities of Educational Technology" (E. C. Snell). (SW)

ED 235 721 HE 016 696

Girard, Kathryn L.; And Others
Increasing the Effectiveness of Women's Programs on College Campuses: A Summary of the Activities and Accomplishments of the National Women's Centers Training Project.
Massachusetts Univ., Amherst. Everywoman's Center.
SPONS. AGENCY- Women's Educational Equity Act Program (ED), Washington, DC.
PUB DATE- 80
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Feminism; Higher Education; Institutional Characteristics; Institutional Cooperation; *Leadership Training; National Surveys; Needs Assessment; Participant Satisfaction; Program Development; Program Effectiveness; Program Evaluation; *Regional Programs; *Staff Development; Training Objectives; *Womens Education
IDENTIFIERS- University of Massachusetts Amherst; *Womens Centers

Regional training activities of campus-based women's centers, and needs assessment and evaluation studies of the National Women's Centers Training Project are discussed. The women's centers project at Everywoman's Center, University of Massachusetts, was designed to provide staff training in the following areas: power and leadership issues in women's groups, organizational issues, program planning, budget development, and communication skills. The establishment of training sites in four federal regions during the second funding year is discussed, and information is presented on site selection, training of regional staff, and the results of training in these regions. Follow-up study (1978-1979) results are presented concerning the impact of training on center operations and on 15 individual participants in 12 centers not affiliated with the University of Massachusetts center. In addition, 1978-1979 National Needs Survey results are presented for 99 women's centers. Information is presented on center characteristics, program planning and implementation needs, internal organizational problems, and relations between centers and campus administrators. Finally, key issues facing higher education and women's centers/women's programs are identified, based on a 1979 women's centers and higher education conference. (SW)

ED 235 302 CE 036 723

Palchinsky, Jo
Cable Technology: A Challenge for Adult Educators.
PUB DATE- Nov 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Administrator Role; *Adult Education; *Adult
Educators; *Cable Television; Educational Television; Production
Techniques; *Teacher Participation; *Teacher Role; Telecourses

The penetration of cable television throughout American communities makes it a potentially significant tool for improving the quality and accessibility of adult education. As cities begin to include in the cable franchise allotment monies for access by community members, adult educators need to become actively involved during the development of a cable system. To decide and to plan how to use cable technology, adult educators must become familiar with the nature of the medium. There are two differing concepts of interaction relative to cable television utilization for adult learning. Interactive educational cable television may be in these formats: discussion/call-in, interview/call-in, debate/call-in, and on-site discussion. Another interaction possibility is permitting adult community members to produce their own educational program for cablecasting over a community access channel. Adult educators need to become familiar with cable technology, become involved in franchises and groups concerned with access utilization, initiate projects using the cable system, begin to offer training in television production, and share experiences. (YLB)

ED 235 316 CE 037 054

Stoddard, Susan; And Others
Review of State VR Agency Procedures for Case Flagging: A Quality Assurance Activity. Appendix: Examples of State Quality Assurance and Case Flagging Instruments and Procedures.
Berkeley Planning Associates, Calif.
SPONS. AGENCY- Rehabilitation Services Administration (ED), Washington, DC.
PUB DATE- Apr 83
CONTRACT- 300-81-0435; HEW-105-79-4000
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- Adult Vocational Education; *Evaluation; Evaluation Criteria; *Performance; *Quality Control; Questionnaires; Records (Forms); Standards; *State Agencies; *Vocational Rehabilitation
IDENTIFIERS- *Case Flagging; Case Management; Monitoring; *Timeliness

This appendix accompanies a report on state vocational rehabilitation agency practices to control for quality and timelines in case management systems. The materials, related to quality assurance and case flagging, are representative of the variety of methods used by 42 states and Puerto Rico. (The states are Alabama, Alaska, Arizona, Arkansas, California, Connecticut, Delaware, Florida, Idaho, Illinois, Indiana, Iowa, Kansas, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Michigan, Minnesota, Montana, Nevada, New Hampshire, New Jersey, New York, North Carolina, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Carolina, South Dakota, Tennessee, Texas, Utah, Vermont, Virginia, Washington, West Virginia, and Wyoming.) Contents include correspondence describing quality control and case flagging procedures; case record review instruments; a quarterly review report; a caseload inventory; case review schedules; quality evaluation forms; case review forms, documents, questionnaires, and worksheets; administrative review forms; sample action plans; confidential performance reviews and evaluations; casework performance reviews; rehabilitation counselor performance standards; monthly caseload analyses; time-in-status standards reports; Michigan Quality Assurance Review System forms; case review factors and guidelines; processing checklists and quality control reviews; evaluation criteria; client evaluation forms; case quality rating forms; statistical reports; caseload management guides; caseload analyses; and case review summary reports. (YLB)

ED 235 361 CE 037 194

Klitzke, Elizabeth
VTAE Economic Development Project. Final Report.
Wisconsin Univ. - Stout, Menomonie. Center for Vocational, Technical and Adult Education.
SPONS. AGENCY- Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.
PUB DATE- Jun 83
AVAILABLE FROM- Center for Vocational, Technical and Adult Education, University of Wisconsin--Stout, 218 Applied Arts Bldg., Menomonie, WI 54751 ($5.25).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Adult.Education; Conferences; Data Collection; Delivery Systems; *Economic Development; Educational Needs; Educational Planning; Education Work Relationship; Employment Projections; Futures (of Society); Labor Needs; *Linking Agents; Material Development; Needs Assessment; Occupational Information; Outcomes of Education; Postsecondary Education; Program Development; Program Effectiveness; Program Implementation; *School Business Relationship; *School Role; State Programs; Statewide Planning; Technical Education; Technology Transfer; *Vocational Education
IDENTIFIERS- *Wisconsin

A project was undertaken to redefine the role of vocational, technical, and adult education (VTAE) in economic development in Wisconsin. Included among the objectives of the project were the following: to produce a statewide plan for economic development identifying new linkages among business, industry, labor, and the VTAE system; to develop strategies for VTAE involvement in the plan; to outline the role of vocational education in technology transfer; to prepare information papers on topics such as job market trends, entrepreneurial activities, and barriers to quick response VTAE delivery systems; to identify future occupational training needs, and to conduct an economic development conference at the conclusion of the project to present the plan. During the project, a task force known as Commission '85 was formed to examine the role of VTAE in economic development. The commission met five times in the spring of 1983 to prepare a document entitled "A Plan for Economic Development: New Linkages Between Business, Industry, Labor and the VTAE System." The plan was presented at an economic development conference in June 1983. The task force continues to function as a working mechanism for interaction between government agency staff; vocational educators; and representatives of business, industry, and labor. (MN)

ED 235 389 CE 037 336

Bing, Linda West
State Policies and Programs in Support of Adult Learning: A Survey of Selected States.
Education Commission of the States, Denver, Colo. Education Improvement Center.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, Mich.
PUB DATE- Jul 82
AVAILABLE FROM- Publications Dept., Education Commission of the States, 1860 Lincoln Street, Suite 300, Denver, CO 80295 ($4.00).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Adult Education; Educational Finance; *Educational Legislation; *Educational Policy; *State Action; State Aid; State Government; *State Legislation; *State Programs

This report identifies state initiatives, policies, and programs in the area of adult learning undertaken in 10 selected states during 1979 and 1980. The methodology used to compute the state data is described. Profiles are then provided for the surveyed states: Florida, Iowa, Kansas, Maryland, Nebraska, New York, Rhode Island, South Carolina, Utah, and Wisconsin. Each profile begins with a general description of the state's governance structure and survey respondents' perceptions regarding that structure and its influence on adult education in the state. The feedback on state activities, funding levels, problems/needs and impacts in each of the framework areas of access, efficiency, and quality is summarized. The funding information summarizes as much data as were provided from questionnaires and the analysis of legislation concerning the actual investments for the promotion or provision of adult learning. Each profile ends with a summary of major points. A 10-state review of legislation passed during the 1978-80 legislative sessions concludes the report. The 280 bills are discussed in six categories of legislative action: licensure and oversight of professions, education and training needs of special populations, finance and administration of state postsecondary education institutions, capital expenditures, governance bodies, and other. (YLB)

ED 235 405 CG 016 938

Stillion, Judith M.; McDowell, Eugene E.
The Influence of a Multi-Media Presentation on Sex-Role Stereotyping in Gifted Adolescents.
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Academically Gifted; *Adolescents; Age Differences; *Attitude Change; *Multimedia Instruction; Program Effectiveness; Secondary Education; Sex Differences; Sex Role; *Sex Stereotypes; Teaching Methods
IDENTIFIERS- Attitudes Toward Women Scale

Although the sources and effects of sex role stereotyping on personal, vocational, and cultural aspects of society have been documented, little research has focused on strategies for changing stereotypic views. To investigate the effectiveness of a short, intense teaching session on sex role attitudes, 51 gifted ninth and tenth grade students participated in a 3-hour workshop. The experimental group consisted of 32 ninth graders (19 males and 13 females); the control group consisted of 19 tenth graders (8 males and 11 females). The experimental treatment included a visual exercise, slide-tape shows, and a group discussion led by both a male and a female teacher. The Attitude Toward Women Scale (AWS) was administered as a pre-, post-, and follow-up test to all participants. Results revealed that all groups showed little change in mean AWS scores from pre- to post- to follow-up testing. Scores for females stayed essentially the same, while scores for males became slightly more conservative. The findings indicated that brief modules of formal instruction by male and female teachers are ineffective in reducing sex role stereotyping among gifted adolescents. Further findings showed that the tenth grade controls were more liberal than their ninth grade counterparts. The ninth-tenth grade phenomenon and other age differences and developmental trends need further investigation. (BL)

ED 235 581 EA 016 142

Allison, Derek J.
Public Schools and Weberian Bureaucracy: A Summary.
PUB DATE- Dec 81
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- *Bureaucracy; Classification; Comparative Analysis; *Educational Administration; Elementary Secondary Education; Literature Reviews; *Models; *Organizational Theories; Public Schools; *School Organization
IDENTIFIERS- *Weber (Max)

The author's dissertation, summarized in this presentation, was primarily concerned with the question, "Are public schools like Max Weber's conceptualization of bureaucracy?" From a survey of the literature discussing the nature of organizations, a taxonomy of organizational facets was used, first, to identify and classify the features contained in the models of bureaucracy and of public schools and second, to compare the manner in which each of these organizational facets is manifest in the two models. A table summarizes the results of the detailed discussions of congruency between the models. Comparative analysis suggests that two contrasting cultures can be identified: the craft-like technology employed by teachers and the more bureaucratic process technology of systemwide management. The study concludes that there does not appear to be a high degree of congruency between Weber's model of bureaucracy and the model of public schools utilized in the study. Implications of the study for school management and for future research are discussed. (MLF)

ED 235 610 EC 160 462

Booth, Tony, Ed.; Statham, June, Ed.
The Nature of Special Education: People, Places and Change.
Open Univ., Walton, Bletchley, Bucks (England).
REPORT NO.- ISBN-0-7099-1910-7
PUB DATE- 82
AVAILABLE FROM- Croom Helm Ltd., c/o Biblio Distribution Center, 81 Adams Dr., Totowa, NJ 07512 ($12.00 paperback).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Case Studies; Community Resources; *Disabilities; *Elementary Secondary Education; Family Relationship; Family School Relationship; *Mainstreaming; Postsecondary Education; Residential Schools; Special Schools; *Student Placement; Teacher Attitudes

The text, designed to accompany an Open University course on the education of handicapped children in the United Kingdom, presents 51 papers illustrating approaches to the integration of handicapped persons in the school and the community. The first section contains biographies covering such topics as children with multiple disabilities, deafness, Down's syndrome, and hyperactivity; families of children with severe handicaps, mental retardation, and the "double handicap" of disability and poverty; and teachers, specialists, and community workers. The second section presents views of professionals (educational psychologists, teachers), children, and adults who grew up with disabilities. The final section includes 17 papers covering influences of the setting on the life and education of handicapped people. Among settings examined are rural schools, residential schools, special schools, and transition programs. (CL)

ED 235 643 EC 160 500

A Resource Manual for the Development and Evaluation of Special Programs for Exceptional Students. Volume III-I: Computer Assisted Instruction and Support for the Handicapped. Interim Report.

Sarasota County Public Schools, FL.

SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Bureau of Education for Exceptional Students.

PUB DATE- 83

AVAILABLE FROM- FDLRS Clearinghouse/Information Center, Bureau of Education for Exceptional Students, Division of Public Schools, Florida Deprtment of Education, Knott Building, Tallahassee, FL. 32301 (no price quoted).

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reference Materials - Directories/Catalogs (132)

DESCRIPTIONS- Communication Aids (for Disabled); *Computer Assisted Instruction; *Computer Programs; *Disabilities; *Equipment; *Microcomputers; *Physical Disabilities

The report describes programs and equipment being evaluated by a project designed to identify and provide microcomputer based devices and materials for students with handicapping conditions. Software/courseware descriptions are organized according to copyright programs and public domain programs. Commercially available products are listed with descriptions and information on distributor, identification, and price, and include communication systems programs and switch controlled programs. Software in the public domain is described as well. The second section of the report covers the microcomputer or hardware system used (the Apple II Plus System) and its options for printer and speech. Adaptive devices which allow users to access the system (including switches, hardware interfaces and head printers) are described in terms of vendor, coded name, and price. (CL)

ED 235 659 EC 160 817

Robinson, Cordelia
Medical Issues in the Education and Care of Children Requiring Extensive Special Education Programming. Working Papers in Developmental Disabilities.
Nebraska Univ. Medical Center, Omaha. Meyer Children's Rehabilitation Inst.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Elementary Secondary Education; *Health; *Interdisciplinary Approach; *Medical Services; *Parent Role; *Severe Disabilities

Issues involved in medical treatment and health promotion among severely handicapped students are addressed. The need for general health care and promotion within this population is stressed, with attention to nutrition, physical activity, and hygiene. Medical issues identified by parents of young severely handicapped children included lack of related support services, needs for parent support mechanisms, provision of alternatives to institutionalization, lack of trained staff, and needs for assertiveness among parents. The importance of coordination of medical services is emphasized as is the elimination of conflicts between medical and educational personnel. Involvement of medical and health disciplines in the educational team is discussed, and guidelines are suggested for what parents should request of medical personnel in terms of attitudes and information. Actions are further suggested to help parents coordinate medical services. (CL)

ED 235 676 FL 013 967

Ulibarri, Daniel M.
Limited-English Proficient Students: A Review of National Estimates.
National Center for Bilingual Research, Los Alamitos, Calif.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- NCBR-TN-10
PUB DATE- Nov 82
AVAILABLE FROM- National Center for Bilingual Research, 4665 Lampson Ave., Los Alamitos, CA 90720
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- *Demography; Elementary Secondary Education; *Limited English Speaking; *Minority Group Children; Non English Speaking; Research Methodology

The results of four recent studies that contain different estimates of the number of language minority and/or limited English proficient children in the United States are compared. Such estimates of the number of children in need of bilingual or special educational language services are important since they are used to determine services and their associated costs as well as to predict the impact of proposed educational guidelines and resolutions at federal and state levels. The four studies are O'Malley, 1981; Oxford, et al., 1981; Barnes and Milne, 1981; and Milne and Gombert, 1981. Reviews of the various reports reveal at least four major reasons why the results differ: (1) the purposes underlying the estimates vary, (2) definitions of target populations differ, (3) methodologies used to determine language minority or limited English status differ, and (4) underlying data bases vary. The problems involved in defining, measuring, and estimating language minority, limited and/or English proficient children are highlighted. It is concluded that the numbers produced by these studies do not necessarily contradict each other. Each study should be interpreted within the appropriate legislative and educational context. (RW)

ED 235 331 CE 037 115

Disabled Student Project Faculty Survey. Beyond Access: Meeting the Instructional Needs of Handicapped Students in Postsecondary Occupational Education. Phase II. Final Report.

State Univ. of New York, Albany. Two Year Coll. Student Development Center.

SPONS. AGENCY- New York State Education Dept., Albany. Bureau of Grants Administration.
PUB DATE- Dec 82
GRANT- VEA-53-82-9001
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Accessibility (for Disabled); *Disabilities; Needs Assessment; Postsecondary Education; Questionnaires; Student Needs; Surveys; *Teacher Attitudes; *Teaching Skills; *Two Year Colleges; Vocational Education; *Vocational Education Teachers

Occupational education faculty at two-year colleges in New York State were surveyed to determine their perceptions of the instructional problems created by disabled students in their classes. The questionnaire developed for the project also assessed faculty awareness and use of selected instructional accommodations designed to meet the needs of disabled students in their classes. A sample of 817 faculty members from 17 colleges participated. Survey findings provided a demographic profile of the faculty, an overview of the number and types of disabled students that faculty have in their classes, a listing of the primary campus sources of information on disabled students, and an examination of faculty awareness and provision of 36 special accommodations. Of special significance were faculty ratings of importance and need for more information on 20 activities, skills, and competencies related to teaching disabled students. Items from the broad categories of general understanding and instructional practices generally received the highest importance ratings and the highest percentages of requests for additional information. Open-ended questions provided faculty an opportunity to express general concerns, describe problems encountered in teaching disabled students, and list solutions or special techniques used to address those problems. (Representative comments are provided. The questionnaire is appended.) (YLB)

Participatory Research. An Introduction. Participatory Research Network Series No. 3.
Society for Participatory Research in Asia, New Delhi (India).
SPONS. AGENCY- International Council for Adult Education, Toronto (Ontario).
PUB DATE- 82
AVAILABLE FROM- International Council for Adult Education, 29 Prince Arthur Avenue, Toronto, Ontario, Canada M5R 1B2 ($4.00).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Adult Education; Case Studies; Data Collection; Definitions; Discussion Groups; *Educational Research; Field Studies; Holistic Approach; Information Networks; International Programs; Pilot Projects; Program Development; Questionnaires; *Research Design; *Research Methodology; Research Needs; *Research Projects; *Social Science Research; Surveys; Teamwork
IDENTIFIERS- *Participatory Research

Participatory research is an approach that calls for a democratic interaction between the researcher and those among whom the research is conducted. While this approach has been implemented with both individuals and groups in a wide variety of settings such as geographic communities, workplace situations, adult learning groups, community issue groups, and regional and national groups or projects, its composition always consists of the following three interrelated processes: collective investigation of problems and issues with the active participation of the constituency in the entire process; collective analysis, in which the constituency develops a better understanding not only of the problems at hand but also of the underlying structural causes of the problem; and collective action by the constituency aimed at long-term as well as short-term solutions to these problems. The application of these methods may be seen in case studies of participatory research projects throughout the world. (Included in this volume are case studies illustrating the application of participatory research and development techniques such as group discussions, public meetings, research teams, open-ended surveys, community seminars, fact-finding teams, the collective production of audiovisual materials, popular theater, and educational camps.) (MN)

ED 235 483 CS 207 515

Bovee, Warren G.
Horace Greeley and the Newspaper Forum Function: A New Source for the Social Responsibility Theory.
PUB DATE- Aug 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Speeches, Conference Papers, "Papers Presented at..." (150)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Conflict Resolution; *Freedom of Speech; Journalism; Mass Media; *Newspapers; *News Reporting; *Social Cognition; Social Problems; *Social Responsibility; *Theories
IDENTIFIERS- *Greeley (Horace); Journalism History

The social responsibility theory of the press is usually considered to be a twentieth century development. According to this theory, one of the five major missions of mass communications is to raise social conflict from the plane of violence to the place of discussion. To achieve this, the media should serve as a forum for the exchange of comment and criticism. It is this forum function that Horace Greeley recognized, prized, defended, and exemplified in the pages of his newspaper, the New York "Tribune." It is primarily as a service to his readers that he presented the various reasonable positions that might be taken on public issues. In fact, it seemed almost self-evident to Greeley, that, beyond all other reasons, simple fairness demanded presentation of all sides of an issue. Even when the openness of the "Tribune" resulted in cancelled subscriptions, Greeley clung to his ideals. In fact, Greeley developed a rationale and procedure for the newspaper forum function a century before the Commission on Freedom of the Press proposed it as one of the basic social responsibilities of the mass media. The Greeley forum may have been even more liberal than the one envisioned by the commission, for he gave much more emphasis to the desirability of having opposing views expressed in the very words of their adherents. Those with an interest in the social responsibility theory of the press, therefore, can find in Horace Greeley a historical source and a role model that have been far too long overlooked. (HOD)

ED 235 515 CS 504 300

Barnett, George A.; Palmer, Mark T.
Longitudinal Network Analysis Using Multidimensional Scaling.
PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Air Transportation; *Communication Research; Economics; Longitudinal Studies; *Multidimensional Scaling; *Network Analysis; *Research Methodology; *Social Networks
IDENTIFIERS- *Galileo System

The Galileo System, a variant of metric multidimensional scaling, is used in this paper to analyze over-time changes in social networks. The paper first discusses the theoretical necessity for the use of this procedure and the methodological problems associated with its use. It then examines the air traffic network among 31 major cities in the United States over the 14-year period of 1968-1981, demonstrating how the proposed method provides insights into activities within the network and how exogenous factors such as the physical distances among the nodes, changes within the airline industry, and economic conditions affect the changing network structure. (Author)

ED 235 532 CS 504 382

Harris, Thomas E.
Effective Teaching of Business Communications: Responding to Reported Business Needs.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Business Communication; Communication (Thought Transfer); Course Content; Curriculum Enrichment; Educational Needs; Education Work Relationship; Higher Education; *Listening Skills; *Motivation Techniques; *Systems Approach; Teaching Methods; Theories; Units of Study

Research indicates that skills in listening to and motivating people need to be emphasized more in undergraduate business communication courses. Three theories of motivation--Maslow's hierarchy of needs, McClelland's achievement motive, and Hersberg's motivation-hygiene theory--can introduce students to the systems perspective, an approach suggesting that workers' motivations can only be understood in relationship to their work setting. To develop skill in listening, students must develop active feedback techniques: encouraging, restating, reflecting, and summarizing. By responding to hypothetical examples, students can gain skill in listening and thus in changing people's need for sympathy, fame, power, and prestige into positive motivational factors--desire for empathy, recognition, cooperation, and respect. (HOD)

ED 235 595 EC 151 069

Gilles, Cynthia

Model Special Education Manpower Information and Management System. Final Report.

Massachusetts State Dept. of Education, Boston. Div. of Special Education.

SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Personnel Preparation.
PUB DATE- Apr 81
GRANT- G007507274
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Disabilities; Labor Supply; *Management Information Systems; *Program Development; *Special Education Teachers; State Standards; *Teacher Supply and Demand
IDENTIFIERS- Massachusetts

The Massachusetts Special Education Manpower Planning Project is described. Relying on cooperative planning, the project developed a system to provide information on manpower planning, a system to link other agencies with the project, and annual statements of state special education training priorities. The project also collaborated with six other northeastern states. An introductory section describes the project's background and provides an overview of its components. Part II presents performance data on six objectives: manpower information system: coordination, communication, and resource sharing; comprehensive planning for special education; use of evaluation results to improve the project; cooperation with other manpower projects; and work with interstate manpower planning. Part III discusses problem areas and successes for the project's manpower information system, participatory planning system, technical assistance system, training priorities, and management and support. More than half of the document consists of 19 appendices, including data collection forms and personnel data summaries, project evaluation results, and project technical assistance summaries. (CL)

ED 235 421 CG 016 955

Stein, Barry S.; And Others
Constraints on the Automaticity of Transfer in Problem Solving.
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Cognitive Processes; *Cues; *Generalization; Memory; Performance Factors; *Problem Solving; *Transfer of Training

Research indicates that people do not spontaneously transfer prior clues to solve problems, even though the necessary information is available in memory. To investigate the effects of the symmetry between clue statements and problem statements on problem solving performance, subjects were asked to provide plausible explanations for five incomprehensible sentences. The clue words for clarifying the sentences were embedded in four types of sentence contexts: (1) similar surface/similar deep (containing at least two words also found in the problem statement/or an underlying relational structure similar to the problem statement); (2) dissimilar surface/similar deep; (3) similar surface/dissimilar deep; (4) dissimilar surface/dissimilar deep; and irrelevant clues. In the experiment subjects were given a list of 15 statements and asked either to rate their truthfulness or memorize them. After 30 seconds the five problem statements were presented. Subjects either were informed or uninformed about the relevance of the clues. Clues embedded in sentences that had little deep structural similarity to the problem statement did not facilitate problem solving unless subjects were informed about the potential relevance of those clues, regardless of whether they rated or memorized the clue sentences. However, clues in statements that had high deep structural similarity to the problem statement did facilitate problem solving in both the informed and uninformed conditions. These results suggest that the similarity in deep structure between the clue encoding context and the problem encoding context is an important determinant of transfer. (JAC)

ED 235 436   CG 016 970

Pope, William R.; Forsyth, Donelson R.

Ethical Perspectives, Reactions to Other's Moral Behavior, and Consequent Moral Action.

PUB DATE- Mar 83

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTIONS- Attribution Theory; *Ethics; Evaluative Thinking; Individual Development; *Individual Differences; Integrity; Models; *Moral Values; Social Cognition; *Value Judgment

IDENTIFIERS- *Ethics Position Questionnaire (Forsyth); Idealism; Relativism

In analyzing various moral and legal philosophies, two perspectives emerge, absolute moral rules/higher law, and situationally-specific moral rules/legal positivism. From these two perspectives, four types of individuals emerge in accordance with their degree of adherence to ideological tenets: (1) situationists (high on idealism and relativism); (2) subjectivists (low on idealism, high on relativism); (3) absolutists (high on idealism, low on relativism); and (4) exceptionists (low on idealism and relativism). The Ethics Position Questionnaire (EPQ), a 9-point Likert-type instrument, was developed to identify ordinary people according to one of the four categories. Subsequently, subjects representing the four ethical types were participants in various research studies judging contemporary issues, moral vignettes, classical psychological experiments, responses to accusations regarding a possible lie, and moral behavior. Across all studies, absolutists were concerned with rigid adherence to traditional moral guidelines; exceptionists, though concerned with moral rules, conceived of circumstances whereby these rules might be suspended. Situationists made moral evaluations with the situation as their central focus. Subjectivists allowed personal values and concerns to affect their moral evaluations. The Ethics Position Questionnaire is appended. (BL)

ED 235 451 CG 016 987

Mumford, Michael D.; Owens, William A.
Life History Dimensions and Types between Age 18 and 30.
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Adjustment (to Environment); *Classification; *Developmental Psychology; Higher Education; *Individual Development; *Individual Differences; Longitudinal Studies; Psychological Studies
IDENTIFIERS- *Life History Method

Inherent limitations on the feasibility of experimentation have made it difficult for investigators to formulate an adequate understanding of individuality as a psychological phenomenon. Recently, Fiske (1979) and Sontag (1971) have suggested that application of a longitudinal or developmental strategy might be of some use in remedying this difficulty. A longitudinal study of individuality was carried out through the use of three scored autobiographical data forms tuned to particular developmental periods. Between the ages of 18 and 30, 415 males and 358 females, participated in three assessments in which they responded to 281 life history of biodata items. Subsequently, the item data collected over this developmental period for each sex group were entered into separate principal component analyses, and scores on the resulting components formed the basis for a set of Ward and Hook subgroupings. The 15 male subgroups and the 17 female subgroups generated an 84 percent and 86 percent classification ratio for the two sex groups. Examination of the subgroups' differential characteristics and a number of subsidiary analyses indicated that the various male and female subgroups met the essential requirements for the formation of robust and powerful developmental typologies. A marked similarity to the types identified by Block (1971) was noted along with certain other conclusions which flowed from the types' differential characteristics. A series of eleven tables, which provide detailed data analyses, is appended. (Author/WAS)

ED 235 467 CS 007 320

Richardson, Judy; And Others
LIT PICKS: Literary Selections for Mainstreamed Students in Content Area Subjects.
Virginia Commonwealth Univ., Richmond. School of Education.

SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- May 83
GRANT- OEG-G00/8001033
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTIONS- Annotated Bibliographies; *Content Area Reading; *Disabilities; *Educational Strategies; Elementary Secondary Education; Learning Disabilities; Literature; Mainstreaming; Motivation Techniques; *Resource Materials
IDENTIFIERS- Content Area Teaching

The product of research aimed at identifying (1) concepts in content areas--such as mathematics, science, social studies, and language arts/English that are important but difficult for mainstreamed students to understand, (2) suitable grade levels at which to introduce these concepts, and (3) highly motivating literature that clarifies the concepts, this booklet provides selected literature as a resource for teaching content subjects more effectively to mildly handicapped students. Following an introduction, title lists are cross referenced by topic and content area. The major portion of the booklet contains title annotations arranged in grade appropriate groups from primary through secondary school levels. The annotations also include topic and content area labels. (HTH)

ED 235 499 CS 207 868

Bouchard, Kathy A.
What Do They Do as They Write?: Observations of Four Fourth-Grade Writing Workshop Participants.
PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042) Reports - Research/Technical (143)
DESCRIPTIONS- Case Studies; Child Development; *Childhood Attitudes; Child Language; *Cognitive Processes; Grade 4; Interaction; Intermediate Grades; Language Usage; Program Evaluation; Revision (Written Composition); *Writing Processes; Writing Readiness; *Writing Research
IDENTIFIERS- *Writing Workshops

A study investigated the writing processes of four fourth grade students--two girls and two boys--as they participated in an 18-session writing workshop. The sessions were held three times a week for 6 weeks, each lasting 45-minutes. Data were collected through (1) observations of the children as they interacted and composed, revised, edited, illustrated, and bound their own books; (2) interviews conducted with each child, both before the workshop sessions began and at their conclusion, on their views of the writing process; and (3) comments written by the children after each session expressing their attitudes toward the workshop and toward specific writing assignments. The data indicated that each child approached the writing task with different goals and methods. Length of the finished product was important to some, but not to others, and some of the children took more time to complete a composition than their fellow writers. Interaction was of varying degrees of importance. Revision came readily to some, while others found it unimportant and unwelcome. (Extensive appendixes contain examples of the children's writing, copies of instruments used in the study, and excerpts from interviews with the children.) (FL)

ED 235 566 EA 016 126

Grubb, W. Norton
Occupational Demand and the Rise of Postsecondary Vocational Education.
Stanford Univ., Calif. Inst. for Research on Educational Finance and Governance.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- IFG-PR-83-A9
PUB DATE- May 83
GRANT- OB-NIE-G-80-0111
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Reports - Research/Technical (143)
DESCRIPTIONS- *Community Colleges; Demand Occupations; Employment Patterns; *Enrollment Influences; Enrollment Trends; Labor Force Development; *Labor Needs; Postsecondary Education; School Business Relationship; Theories; Two Year Colleges; *Vocational Education
IDENTIFIERS- Marxian Analysis

This analysis assesses alternative explanations of the robust enrollment growth in community colleges in the 1970's, part of a larger trend of increased vocationalization of education. The conventional explanation is that community colleges offer the most appropriate training for rapidly increasing jobs requiring middle-level skills. Various other models attempting to account for the enrollment growth in two-year institutions are considered; common to several models are: the presumption of expanded job opportunities in middle-level occupations; a concern with the supply of students, who may respond primarily to economic factors such as earnings or training costs, or to other factors including the entrepreneurial efforts of administrators or the ideological appeal of vocationalism; and a lack of information on the actual benefits of vocationally oriented community colleges. The growth rates of enrollments and degrees awarded in community college vocational programs are compared with the growth rates of specific occupations, revealing that increases in middle-level jobs are insufficient to explain enrollment increases; a pluralistic approach employing a combination of explanations is thus recommended. Focal points for further examination of the problem are discussed. (Author/MJL)

ED 235 626 EC 160 478

Goodwin, Dawn Krali; And Others
Deaf/Blind Students--They Can't What?
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Braille; Case Studies; Communication Skills;
*Curriculum Development; Daily Living Skills; *Deaf Blind;
Elementary Education; *Interdisciplinary Approach; Number Concepts;
*Program Development; Teaching Methods; Vocational Education

The paper recounts the progress of a deaf blind boy in an interdisciplinary program featuring coordination, consistency, and commitment. Three staff members--a teacher of the hearing impaired, a vision consultant, and a paraprofessional--describe their role in educating the student. Aspects covered include the development of a specially adapted speech and language curriculum; use of braille as another means of communication; a math curriculum touching on time and money concepts and counting; orientation and mobility instruction and overall physical development; a daily living skill curriculum centered on eating and food preparation; vocational tasks such as assembly and simple contract work; and social skills focusing on compliance with behavioral demands and increasing independence. The importance of staff cooperation is emphasized. A partial list of commercial and everyday materials for use in a curriculum for a deaf/blind student concludes the document. (CL)

ED 235 708 HE 016 656

On Campus with Women. Vol. 13, No. 1, Summer 1983.

Association of American Colleges, Washington, D.C. Project on the Status and Education of Women.

PUB DATE- 83
AVAILABLE FROM- Project on the Status and Education of Women, Association of American Colleges, 1818 R Street, N.W., Washington, DC 20009.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Advisory Committees; Affirmative Action; College Faculty; College Students; Court Litigation; *Employment Practices; *Females; Financial Support; Higher Education; Minority Groups; Nontraditional Occupations; Personnel Policy; Rape; Salaries; *Sex Discrimination; *Sexual Harassment; Women Faculty; Womens Athletics *Womens Education; Womens Studies

Developments in education, employment, and the court system concerning the status of women are covered in this newsletter issue. In addition to the news items, an article criticizing the Reagan-appointed Advisory Council on Women's Education is presented. The article, which was prepared by the Citizens Council on Women's Education, is entitled "What Is the Record of the 1982-3 National Advisory Council on Women's Educational Programs?" News topics include the following: violations of Title IX by many student health policies and by underrepresentation of women in community college vocational education programs; the University of New Hampshire's efforts to prevent sexual harassment and rape; a request for information on campus gang rape; how to distinguish sexual harassment from flirtation; sex bias in reference letters; minority women in academics; research on Chicanas in higher education; a research fund for work by Latin American women; sex discrimination in faculty salaries; opportunities for women in technical fields; a Supreme Court ruling on pensions for female retirees; retraining women in higher education; sex discrimination court cases; enrollment of female college students; developments on campus affecting women, women and sports, women's studies, and financial support for women's programs. (SW)

ED 235 516 CS 504 303

Stinnett, William D.; And Others
Employee Involvement, Attitudes, and Productivity in High Technology Manufacturing: A Two-Year, Experimental Study.

PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTIONS- Adults; *Communication Research; *Employee Attitudes; Employer Employee Relationship; Human Factors Engineering; Job Enrichment; *Job Satisfaction; Occupational Surveys; *Organizational Change; Organizational Communication; Organizational Development; *Organizational Effectiveness; Organizational Theories; Program Effectiveness; Quality of Life; Research Methodology; Research Problems; *Work Environment

To investigate methods of improving both employees' productivity and the quality of their work life, workers from four businesses were surveyed before and after their organizations implemented a total employees involvement program. Survey questions covered employees' perceptions of (1) the quality of the product produced, (2) the leadership's concern with workers' views, (3) the amount of work expected from them, (4) the possibility of advancement, (5) the effectiveness of the organization's structure, and (6) the psychological and financial rewards received for their work. While problems in data collection prevented a time series analysis, survey results did indicate that the factory reporting the most dramatic increase in productivity and product quality also had the highest criterion ratings. There is no direct evidence, however, that these improvements in employee productivity and work attitudes were due to the total employee involvement program. Further refinement of the survey instrument is needed before this research can be interpreted confidently. (MM)

Actions for Governors.

Education Commission of the States, Denver, CO. Task Force on Education for Economic Growth.

PUB DATE- 83
AVAILABLE FROM- The Distribution Center, Education Commission of the States, 1860 Lincoln, #300, Denver, CO 80295 (6 copies, $5.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Administrator Guides; Advisory Committees; *Change Strategies; Cooperative Planning; *Educational Improvement; Educational Quality; Elementary Secondary Education; Guidelines; Pamphlets; *Public Education; *State Officials
IDENTIFIERS- PF Project; *State Governors

Actions which state governors can take to promote the improvement of K-12 public education are presented in this brochure. The brochure is one of a series which offers specific ways in which different interest groups can respond to the eight broad action recommendations proposed by the Education Commission of the States' Task Force on Education for Economic Growth in their report, "Action for Excellence." The following areas are covered by the recommendations: (1) educational improvement plans; (2) partnerships between states and communities; (3) educational resources; (4) teacher improvement and recognition; (5) the student's academic experiences; (6) educational quality assurance; (7) educational leadership and management; and (8) services to students who are unserved or underserved. (DC)

ED 235 582 EA 016 143

Allison, Derek J.
Current Attractions of Teaching As Perceived by Preservice Students.
PUB DATE- 3 Dec 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Career Choice; College Students; *Education Majors; Foreign Countries; Higher Education; *Occupational Aspiration; *Preservice Teacher Education; Student Attitudes; *Student Motivation; *Teaching (Occupation); *Vocational Interests
IDENTIFIERS- Ontario

The population for this study of specific attractions to teaching was defined as the students enrolled in the primary-junior and intermediate-senior consecutive teacher education programs at an Ontario Faculty of Education. Respondents were required to rate the importance of 15 desirable opportunities offered by teaching and were also asked to indicate their degree of commitment to obtaining a teaching position and to a career in teaching. Comparisons with earlier studies indicate that the creative opportunities offered by teaching appear more important to contemporary students and that these students are more attracted to service to children, rather than to society in general or to broadly conceived ideals. Those who were strongly committed to obtaining a teaching position scored factors relating to creativity, children, subject, and prestige as more important to them than did those who were less strongly committed to obtaining employment as teachers. The less committed students considered the salary and working conditions as more important than did the strongly committed students. The intermediate-senior students considered the subject to be significantly more important to them than did the primary-junior students. Two summary tables accompany the text. (MLF)

McCormick, Paula K.; Fisher, Maurice D.

An Analysis of Individualized Education Program Goals Selected for Learning-Disabled Students.

PUB DATE- Feb 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTIONS- Elementary Education; *Individualized Education Programs; *Learning Disabilities; Resource Room Programs; Special Classes; *Student Educational Objectives

The study was designed to analyze the types and frequencies of individualized education program (IEP) goals selected for 102 elementary learning disabled students in resource rooms (LDR) and 94 learning disabled students in self-contained classrooms (LDSC) and to compare the learning disabilities teachers' assessments of progress made on the goals by these groups of students. A subsample to rate student progress consisted of a random selection of 61 elementary students from the LDR and 62 elementary students from the LDSC samples. Analyses using the Statistical Package for the Social Sciences were performed to compute frequency counts of different variables, t-tests, x squared tests, analyses of covariance, stepwise regression analyses, and T-score conversions. Results indicated that IEP goals were highly individualized. By analyzing goal frequencies, patterns, categories and progress, the study demonstrates that each student's educational programing was developed to match unique learning difficulties. In most cases, goal categories were not associated with a particular program model (LDR or LDSC), nor was goal progress associated with a particular educational ability and achievement level characteristic. Frequency of goal categories used in the LDR and LDSC programs varied according to duration of enrollment and to reading and math achievement levels. (Author/CL)

ED 235 722 HE 016 697

Hodgkinson, Virginia A., Ed.; And Others
The Terrain of Postsecondary Education.
National Commission on Student Financial Assistance, Washington, DC.
SPONS. AGENCY- Congress of the U.S., Washington, D.C.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Access to Education; College Students; Educational Finance; *Education Work Relationship; Employment Patterns; Enrollment Trends; Federal Aid; Government Role; Graduate Study; *Industrial Training; *Labor Education; Labor Force Development; Population Trends; *Postsecondary Education; Professional Education; *Proprietary Schools; *Public Policy; Student Financial Aid; Undergraduate Study
IDENTIFIERS- *National Comm on Student Financial Assistance
The current state of postsecondary education is reviewed for the following sectors: undergraduate, graduate, and professional schools; proprietary and vocational schools; corporate education and training; labor and union education programs; and the educational efforts of the federal government. Population trends and the effects of ethnicity, region, and age on the population pool are reviewed to provide estimates for future postsecondary education enrollments. In addition, the need for education and training investment in America's human resources is examined by looking at current labor force profiles, the structure of employment, and technology trends and their implications for workers and worker education. The federal role in providing access to postsecondary education from the post-World War II era until current times is also traced. Information for the postsecondary sectors covers enrollments; revenues; resource allocation; tuition; federal financial aid; sources of financial support; academic departments offering degrees by level; distribution of financial assistance by selected financial assistance programs for proprietary vocational schools; courses in adult education by type and provider; civilian federal training costs, courses, and participation; and military training loads and expenditures. (SW)

ED 235 317 CE 037 058

Rogers, J. Mark
Recommendations for Establishing Performance Objectives on Productivity Goals by Hawaii Vocational Rehabilitation and Services for the Blind (HVRSB).
Berkeley Planning Associates, Calif.
SPONS. AGENCY- Rehabilitation Services Administration (ED), Washington, DC.
PUB DATE- Feb 83
CONTRACT- 300-81-0435
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Evaluation Criteria; *Measurement; *Needs Assessment; *Organizational Objectives; Performance; *Productivity; *Program Administration; State Agencies; *Vocational Rehabilitation
IDENTIFIERS- Hawaii Vocational Rehabilitation Services Blind; Priorities

Intended to help the Hawaii Vocational Rehabilitation and Services for the Blind administration improve productivity, this report focuses on the measurement of productivity and on the use of program information to monitor performance and to investigate the causes of productivity problems. A process is recommended for establishing performance objectives on agency goals, using a phasing approach where performance objectives are set in the short-term for top priority goals. A recommendation is then made for short-term prioritization of agency goals. These indicators are suggested for top priority: the number of clients closed as rehabilitated, the proportion of clients closed as rehabilitated out of all clients who are accepted for service, the proportion of clients closed into competitive employment, the proportion of noncompetitively employed rehabilitated clients showing improvement in life status and *functional abilities, total costs per rehabilitation, and percent of* severely handicapped clients accepted for service. As an introduction to the use of performance measures for management decision making, an example is presented of the use of productivity information to identify administrative actions that should be taken when indicators point to problematic performance. (Author/YLB)

ED 235 347 CE 037 147

Baldwin, C. Beth
Capturing the Change. The Impact of Indochinese Refugees in Orange County; Challenges and Opportunities.
Immigrant and Refugee Planning Center, Santa Ana, CA.
PUB DATE- 82
AVAILABLE FROM- Publications Dept., Immigrant and Refugee Planning Center, 1823 East 17th St., Suite 103, Santa Ana, CA 92701 ($12.50).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Books (010) Reports - Research/Technical (143)
DESCRIPTIONS- Acculturation; Adults; Asian Americans; Cambodians; *Community Attitudes; *Employer Attitudes; Employment; *Indochinese; Labor Needs; Laotians; *Refugees; Relocation; *Unemployment; Vietnamese People; Welfare Services
IDENTIFIERS- *California (Orange County)

This study was conducted to determine the effects of the influx of 56,000 Indochinese refugees into Orange County, California between 1975 and 1982 and to make recommendations for integrating these people into the local labor force. In order to identify employer needs, characteristics of the refugee population, and the perceptions of both the refugee and nonrefugee populations, interviews were conducted with government and private agency personnel who work with Indochinese refugees and with private businessmen. In addition, characteristics and perceptions of 1,200 adult refugees and nonrefugees living in the county were documented. Among the findings were the following: (1) 39 percent of adult Indochinese refugees are unemployed; (2) although employers perceived the Indochinese as good workers, the language barrier was their greatest problem; (3) 65 percent of all Indochinese refugees in Orange County live in households supplemented by welfare, and 50 percent receive food stamps; (4) the overall opinion of Orange County residents toward refugee resettlement is equivocal: on the one hand, residents perceive the Indochinese as being hardworking and having high moral standards; on the other, refugees are considered to be a financial liability to the community. As a result of these findings, specific recommendations were made for involvement by educators, communicators, and voluntary agencies; for business involvement; and for reduction of community tensions. (KC)

Cross, K. Patricia; Hilton, William J.
Enhancing the State Role in Lifelong Learning: A Summary Report of a Project.
Education Commission of the States, Denver, Colo. Education Improvement Center.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, Mich.
PUB DATE- Apr 83
AVAILABLE FROM- Publications Dept., Education Commission of the States, 1860 Lincoln Street, Suite 300, Denver, CO 80295 ($4.00).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Adult Education; Coordination; Educational Cooperation; *Educational Planning; *Educational Policy; *Government Role; *Lifelong Learning; *State Action; State Government; Statewide Planning
IDENTIFIERS- California; Colorado; Illinois; Kansas; New York; Ohio

The Lifelong Learning Project was a 3-year effort launched in March 1980 to assist educational leaders in California, Colorado, Illinois, Kansas, New York, and Ohio in their planning and coordination of adult learning services. These six states undertook a variety of project activities aimed at establishing and maintaining a participatory planning mechanism for gathering information and building consensus among the public and private agencies and institutions within each state. That mechanism was then used to formulate policy recommendations on key aspects of the adult learning scene. An analysis of the planning processes in the states focused on the state's goals, procedures for involvement of people, and the three general types of studies that were part of every state project--studies that grew out of a need for information to accomplish project goals, studies that laid groundwork or established a data base, and special studies that explored some facet of adult education. Pilot state accomplishments were documented in three areas: response to key policy issues, new structures for lifelong learning initiatives, and development of a variety of tangible products. (Appendixes include a Quick Reference Guide to Pilot State Experiences under the Project and an Annotated Bibliography of Project Publications.) (YLB)

ED 235 406 CG 016 939

Proefrock, David W.
Prediction of Recidivism in Juvenile Offenders Based on Discriminant Analysis.
PUB DATE- 24 Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Adolescents; Crime Prevention; *Delinquency; *Discriminant Analysis; Juvenile Courts; Personality Development; *Predictive Measurement; *Predictor Variables; *Recidivism; Secondary Education; Social Psychology
IDENTIFIERS- Minnesota Multiphasic Personality Inventory

The recent development of strong statistical techniques has made accurate predictions of recidivism possible. To investigate the utility of discriminant analysis methodology in making predictions of recidivism in juvenile offenders, the court records of 271 male and female juvenile offenders, aged 12-16, were reviewed. A cross validation group (N=43) was randomly selected from the original sample. Cases were selected for inclusion based on age of less than 17 at the time of evaluation; evaluation battery which included at least the mini-mult form of the Minnesota Multiphasic Personality Inventory (MMPI), either the Wechsler Intelligence Scale for Children--Revised (WISC-R) or the Wechsler Adult Intelligence Scale (WAIS); and Full Scale Intelligence of at least 70. The 12 discriminant variables which were examined represented demographic, economic, educational, legal, and personality indices. Discriminant analysis was performed on the entire sample at the end of a 12-month follow-up period (analysis 1), and again at the end of the same follow-up period (analysis 2) on that portion of the sample not placed in a residential setting following evaluation. Results showed that both of the derived discriminant functions were able to predict recidivism at better than the established change level. The factors which proved to be important in the prediction of recidivism were the D and K scales (which measure depression, guilt, openness and trust) from the mini-multi MMPI and prior criminality, particularly the seriousness of that record. (BL)

ED 235 596 EC 152 533

Welch, Frances C.
Research-Based Answers to Questions about Stress and Burnout.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)
DESCRIPTIONS- *Disabilities; Principals; *Special Education Teachers; *Stress Variables; Teacher Attitudes; *Teacher Burnout

Surveys on teacher burnout and stress were sent to 27 randomly selected school districts in South Carolina categorized as rural, urban, or suburban. Nine districts were then randomly selected from each stratification category. After districts were selected, nine schools (three each elementary, middle, and high) were (again, randomly) selected, and 243 principals of these schools were contacted by letter. Each principal was asked to complete the survey and to request completion by one of the school's special educators and by one of its regular educators. Of the 729 surveys sent, 429 were returned. The survey included three sections: personal data, sources of stress in schools, and symptoms of stress. Analysis of results revealed, among other findings, that self-contained special education teachers averaged the greatest number of school days missed, and principals the fewest; notification of unsatisfactory performance, last week of school, overcrowded classrooms, and disruptive students were rated as high sources of stress; planning for instruction, attending meetings, conferring with parents and the principal, and evaluating students performance were rated as presenting relatively less stress; and symptoms of stress were found to be feelings of tiredness, emotional exhaustion, and anxiety. Sources and symptoms appeared to be consistent across positions and school levels. Findings suggested the need to identify sources of stress and use appropriate methods of management. (CL)

ED 235 611 EC 160 463

Sheldon, Sue; And Others
Special Needs in Education (E241): Guide to the Course and Glossary.
Open Univ., Walton, Bletchley, Bucks (England).
REPORT NO.- SUP-08414-5; SUP-08482-6
PUB DATE- 82
AVAILABLE FROM- Open University Educational Enterprises, Ltd., 12 Cofferidge Close, Stony Stratford, Milton Keynes, MK11 1BY England (no price quoted).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Vocabularies/Classifications (134) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- *Course Content; *Definitions; *Disabilities; *Foreign Countries; *Special Education
IDENTIFIERS- United Kingdom

The first two of 16 booklets designed for use in an Open University course about handicapped children and their education in the United Kingdom, these texts present an overview of the course and a glossary of special education terms. The overview booklet outlines the course's major themes: understanding special education, meeting special needs in education, relating special education to the education system as a whole, and integrating children with special needs into ordinary schools. Additional overview material covers course components, a course outline, assessment procedures, suggestions for participating in the course, and major course aims. The glossary contains descriptions and definitions of physical impairments and related technical terms as well as of legislation and official reports concerning special education. Terms are arranged alphabetically while legislation/reports are presented chronologically from 1601 to 1981. An index is also provided that refers to an Act or report by its most common name.

ED 235 627 EC 160 479

Horvath, Lester J.; And Others
Special Education Program Evaluation: A Management Tool.
Associates in Professional Technologies, Inc., West Hartford, CT.; Massachusetts State Dept. of Education, Boston. Div. of Special Education.
PUB DATE- 81
AVAILABLE FROM- Massachusetts Department of Education, Division of Special Education, 1385 Hancock St., Quincy, MA 02169 (Publication No. 12356, no price quoted).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- Criteria; Data Collection; *Disabilities; Elementary Secondary Education; Evaluation Methods; *Program Evaluation; Surveys; Tests

Intended for administrators, the booklet outlines procedures for evaluating district special education programs. An introductory chapter presents the rationale for evaluation as an efficient management tool. A review of the literature addresses five stages in evaluation: (1) defining the evaluation model, (2) collecting evaluation information, (3) analyzing data, (4) writing and presenting reports, and (5) applying evaluation findings. Chapter 3 considers 12 educational goals and program objectives upon which an evaluation can be based. Chapter 4 follows up with evaluation questions derived from specified program objectives. Data collection strategies (surveys, reviews of student folders, and special education enrollment comparisons) are discussed and cross referenced with evaluation questions. Chapter 6 provides the actual evaluation instruments with information on sampling. Data analysis instructions and a format for reporting data are covered in chapter 7. A final chapter offers guidelines for forming recommendations based on evaluation information. Additional readings and evaluation considerations are appended. (CL)

ED 235 660 EC 160 818

Rosenberg, Steven A.; And Others
Intensive Services to Families At-Risk Project. Working Papers in Developmental Disabilities.
Nebraska State Dept. of Public Welfare, Lincoln.; Nebraska Univ. Medical Center, Omaha. Meyer Children's Rehabilitation Inst.
SPONS. AGENCY- Administration for Children, Youth, and Families (DHHS), Washington, D.C.
PUB DATE- Mar 82
GRANT- DHHS-90-C-1266
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Child Abuse; *Child Neglect; Family Problems; *Foster Care; *Parent Education; *Prevention; Program Effectiveness; Program Evaluation; Success

ISFAR (Intensive Services to Families at Risk Project), a program designed to prevent foster care among children at risk for placement because of documented or suspected abuse or neglect, is described, and its effectiveness evaluated. ISFAR's staffing patterns, guiding philosophy of helping parents become more adequate in their interaction with their children, and positive organizational climate are discussed. Program operations are viewed in terms of intake and screening procedures, case assessment, parent's commitment, use of consensus as a decisionmaking tool, problem identification, case planning, individualized client services (including parenting education, home visits involving close friends and extended family, and group activities), case monitoring and evaluation, and followup. Project evaluation findings focus on system impact, client perceptions of services, and measures of individual and family functioning. Comparison with the county protective services revealed that ISFAR cases had lower rates of recidivism and resulted in fewer days in foster care. ISFAR cases were found to be more expensive, at least in short-term consideration. Process analysis underline the importance of support in casework decisionmaking. Characteristics of clients and of the services leading to successful outcomes are analyzed. More than half of the document is composed of appendixes: the actual project evaluation report, ISFAR entry criteria, a copy of a family interview instrument, a description of treatment groups, guidelines for staffing and restaffing, and descriptions of dissemination activities. (CL)

ED 235 677 FL 013 968

Snow, David P.
Typology of Teaching Events in Formal Language Instruction.
National Center for Bilingual Research, Los Alamitos, Calif.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- NCBR-TN-11
PUB DATE- Mar 83
AVAILABLE FROM- National Center for Bilingual Research, 4665 Lampson Ave., Los Alamitos, CA 90720
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- *Classification; Classroom Communication; *Classroom Observation Techniques; Classroom Techniques; *Second Language Instruction; *Teaching Methods

This system for describing teaching events is intended to facilitate the analysis of classroom observations for purposes of comparing, documenting, or evaluating different instructional techniques. The typology is designed to describe a wide range of settings and teaching styles. The descriptors are organized into two groups that simultaneously depict two levels of events. Higher order events, such as tasks and lessons, are characterized in terms of the language content targeted for instruction, the language skill involved, and several features of language tasks. These tasks include an analysis of question types, response modes, and the role of cues. Communication events, such as turn-taking, depict the communication of an integral segment of information in classroom exchanges. The typology describes these events by their source, medium, purpose, and by a special group of descriptors for communication strategies and affective aspects of classroom interactions. The system will be useful to teacher educators, evaluators, and researchers interested in observing and analyzing language instruction. (Author/RW)

ED 235 694 HE 016 202

Gallagher, A. P.
Coordinating Australian University Development: A Study of the Australian Universities Commission, 1959-1970. University of Queensland Press Scholars' Library.
REPORT NO.- ISBN-0-7022-1657-7
PUB DATE- 82
AVAILABLE FROM- University of Queensland Press, Order Department, 5 South Union Street, Lawrence, MA 01843 ($34.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Historical Materials (060) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Accountability; *Advisory Committees; Agency Role; *Educational Finance; Educational Policy; *Federal Regulation; Federal State Relationship; Financial Needs; Foreign Countries; *Government School Relationship; *Higher Education; Institutional Autonomy; Policy Formation; Program Administration; *Public Policy
IDENTIFIERS- Australia; *Australian Universities Commission

Changes in the coordinating activities of the Australian Universities Commission (AUC) between 1959 and 1970 are discussed, along with events leading to the creation of the Australian Research Grants Committee and the Academic Salaries Tribunal. In addition to reviewing relevant literature and official documents, interviews were conducted with university and government officials. Attention is directed to the role of the Commonwealth government in formulating education policy in the 1960s and the tensions faced by a large Commonwealth statutory authority in action. The AUC's role in responding to the following four tensions are addressed: providing advice to the Commonwealth on the universities' financial and developmental needs as part of its role as both an advisory and regulatory body, and administering programs of recurrent and capital grants that the AUC recommended; ensuring a proper balance of national needs and states' rights; reconciling changing views of university autonomy with changing government views regarding the accountability by universities for public funds provided to them; and safeguarding its own autonomy while serving successive ministers of education and cooperating with federal government departments responsible for coordinating the overall development of the Commonwealth's role in education. (SW)

ED 235 303 CE 036 770

Handbook for Local Vocational Education Advisory Councils: "The People Speak."
Nebraska State Advisory Council for Vocational Education, Lincoln.
PUB DATE- Oct 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Advisory Committees; Citizen Participation; Citizens Councils; Community Involvement; Guidelines; *Meetings; Policy Formation; Postsecondary Education; *Program Development; Program Evaluation; *Program Implementation; Public Relations; Secondary Education; *Vocational Education

This handbook was written to demonstrate the procedure for setting up and running a citizen advisory council for vocational education programs. Organized into seven sections, the handbook provides information on the background and purposes of an advisory council, procedures for establishing a council, council operations, the council role, public relations, council effects on legislation, and evaluating council effectiveness. Some of the information summarized in the booklet includes who should serve on councils; size of councils; conducting meetings; duties of the officers; and goals, objectives, and activities that local vocational education councils might undertake. Appendixes to the guide include samples of minutes and appointment letters as well as a council constitution. (KC)

ED 235 533 CS 504 386

Hertzog, Robert L.; Bradac, James J.

Perceptions of Compliance-Gaining Situations: An Extended Analysis.

PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Behavior Patterns; College Students; *Communication (Thought Transfer); *Communication Research; *Cooperation; *Environmental Influences; Higher Education; Human Relations; Interaction; *Interpersonal Communication; Perception; *Persuasive Discourse; Social Behavior
IDENTIFIERS- *Compliance (Behavior)

To explore the impact of the environment on perceptions of compliance gaining situations, 97 university students were asked to recall and describe situations in which they had had to persuade someone to do something. Their descriptions of compliance gaining situations were then evaluated for similarity by three additional groups of students. The data, submitted to multidimensional scaling analysis, suggested that subject perceptions of these situations were influenced by five dimensions: (1) resistance to persuasion, (2) values/rules, (3) gender relevance/gender irrelevance, (4) dominance, and (5) long-term/short-term effects. (MM)

ED 235 332 CE 037 116

Career Development and Job Placement Survey Summary Report. Beyond Access: Meeting the Instructional Needs of Handicapped Students in Postsecondary Occupational Education.

State Univ. of New York, Albany. Two Year Coll. Student Development Center.

SPONS. AGENCY- New York State Education Dept., Albany. Bureau of Grants Administration.
PUB DATE- Aug 82
GRANT- VEA-53-82-9001
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Career Development; Career Education; *Disabilities; *Job Placement; Postsecondary Education; Questionnaires; Surveys; *Two Year Colleges; *Vocational Education

A survey inventoried extant career development and job placement services offered for disabled students at New York State two-year colleges. Survey findings from 39 placement directors included (1) an assessment of the availability of 23 types of career development and job placement services for all students and those used by and/or *with disabled students at the colleges, (2) indication of the* percentage of total student enrollment served by the placement offices for the 1980-81 academic year and estimates of the number of disabled students served by the career development and job placement services, and (3) a profile of the degree of involvement of various college staff as well as career development and job placement personnel in career development activities and job placement of disabled students. Problems or barriers to effective service for disabled students were listed for three components of the career development and job placement process: the students themselves, job placement/employment opportunities, and difficulties inherent in the function of career development and job placement. Effective measures and solutions developed to address these problems were described. Placement directors also indicated types of further information they would like to have in assisting them to serve disabled students. (The instrument is appended.) (YLB)

ED 235 362 CE 037 234

Management of the Haitian American Training Institute in Relationship of Industrial and Human Service Methodologies.

Center for Human Services, Washington, D.C.

PUB DATE- 17 Nov 81
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Counseling Services; Day Care; Educational Facilities; *Haitians; *Human Services; *Immigrants; *Job Training; Migrant Workers; Motivation Techniques; *Program Administration; Program Effectiveness; Program Implementation; *Refugees; Student Recruitment; Transportation
IDENTIFIERS- *Haitian American Training Institute

The contract for the Haitian American Training Institute was awarded to the Center for Human Services of Washington, D.C. on April 1, 1981. By June 1981, the institute had an enrollment of over 1,200 Haitian refugees in 45 classes with 50 instructors. The unprecedented rapid start-up of this human services program and the success of the project are chiefly due to the extensive trilingual recruiting methods that were conducted in the Washington D.C. area, on the Delmarva peninsula, and in New York City. Despite the fact that project staff in New York City were able to arrange institute bus routes to transport students, transportation continues to be s significant problem and expense on the Delmarva peninsula and to date no solutions have been devised to decrease it. To reduce operating expenses, the immigrants themselves paint and maintain project facilities whenever possible and are encouraged to bring their young children to class. Because they tend to be viewed as neutral parties, project staff have been able to extend the scope of their counseling services to include efforts to improve migrant worker living conditions. The institute program has not only improved the Haitians' language skills but has also enhanced their physical existence and social lives. (MN)

ED 235 376 CE 037 294

Harris, E. Edward; And Others
Marketing and Distributive Education Curriculum Planning Guide. Revised.
Southern Illinois Univ., Carbondale.
SPONS. AGENCY- Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.
PUB DATE- 83
CONTRACT- R-33-13-D-0362-448
LANGUAGE- English
EDRS Price - MF02/PC23 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Advertising; *Articulation (Education); *Competence; Competency Based Education; *Course Content; Course Descriptions; Curriculum; *Distributive Education; *Marketing; Postsecondary Education; Salesmanship; Secondary Education; *State Curriculum Guides; Vocational Education
IDENTIFIERS- *Illinois

This curriculum guide for marketing and distributive education programs in Illinois consists of two sections. In the first section, the rationale for the curriculum is presented, along with the process used to develop it. This presentation is followed by a discussion on articulation in education, especially between high school and postsecondary educators. A profile of the community college curriculum, suggestions for program planning, and suggested teaching methods complete the first section. The second (and major) section of the guide consists of two appendixes. The first contains course descriptions for business, marketing, and management programs. Courses described include advertising services; apparel and accessories marketing; business and personal services marketing; financial services marketing; floristry, farm and garden supplies marketing; food marketing; general marketing; hardware marketing; home furnishings and office products marketing; hospitality and recreation marketing; industrial products and services marketing; insurance, real estate, retailing, small business management and ownership, transportation and travel marketing; and vehicles and petroleum marketing. The second appendix lists 1,991 competencies in the marketing and distributive education curriculum and shows to which courses they apply. (KC)

ED 235 452 CG 016 988

Carnahan, Robert E.; And Others

An Academic Approach to Stress Management for College Students in a Conventional Classroom Setting.

PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Anxiety; Behavior Modification; Biofeedback; *Classroom Techniques; *Cognitive Processes; *College Students; Coping; Higher Education; Instructional Innovation; Maturity (Individuals); Psychological Patterns; *Relaxation Training; Self Control; *Stress Management; *Stress Variables; Visualization; Well Being

Since the identification of stress and the relationship of individual stress responses to physical and mental health, medical and behavioral professionals have been training individuals in coping strategies. To investigate the possibility of teaching cognitive coping skills to a nonclinical population in an academic setting, 41 college students (19 males and 22 females), aged 17-56 (M=21.6), participated in an undergraduate course on stress identification and management. Classes met in three weekly 75 minute sessions over 10 weeks. Interdisciplinary instruction included lectures, discussions, workshops, and practice sessions on relaxation strategies, e.g., reducing muscle tension, Ready Relaxation Response, autogenic temperature training, and imagery. The Symptom Evaluation Survey (SES), State-Trait Anxiety Inventory (STAI), A-State and A-Trait scales, and Beck's Depression Inventory (BDI) were used to assess pre- and post-stress levels in the students. An analysis of the results showed overall stress reduction for the total sample and for females in particular. "Old" students (age 21 and over) showed more stress reduction than their "young" counterparts. Results indicate that non-clinical populations can benefit from an academic approach to stress management in a conventional classroom setting. (BL)

ED 235 468   CS 007 321

Evans, Christine Sobray; Acquarelli, Kristen
Literature in the Classroom for Upper Elementary.
Poway Unified School District, Calif.
PUB DATE- Aug 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Books; *Childrens Literature; Developmental Programs; Educational Objectives; Elementary Education; Enrichment Activities; Literature Appreciation; Program Guides; *Reading Attitudes; Reading Habits; Reading Improvement; *Reading Instruction; Reading Interests; *Reading Material Selection; Reading Programs; *Student Motivation; Teaching Methods

Designed to help teachers encourage positive student attitudes toward reading on their own, this guide provides a developmental reading framework to introduce students to books beyond the basal series and to enhance reading motivation. Following an introduction, the guide covers the following subjects: (1) goals and objectives for both teachers and students, (2) scheduling nonbasal reading experiences, (3) forming student reading groups, (4) selecting and obtaining books (includes a brief annotated list of suggested books), (5) teacher preparation, (6) lesson format, and (7) student activities. An appendix includes a sample letter to parents explaining the program, and a list of relevant audiovisual materials. (HTH)

ED 235 484 CS 207 517

Cloud, Barbara
The Frontier Newspaper Community: A Computer Profile.
PUB DATE- Aug 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Community Characteristics; Community Size; Demography; *Economics; *Journalism; Local History; Media Research; *Newspapers; *Rural Development; Rural Environment; *United States History
IDENTIFIERS- *Frontier Communities; *Journalism History

Relying on Daniel Boorstin's argument that the newspaper was at least one of the first institutions in a frontier community, a study examined the 1880 United States Census of eight western territories to determine the number of newspapers and the ratio of newspapers to population in frontier counties. Three groups were examined: counties that had at least one newspaper, counties with one or more relatively new (two years old or less) newspapers, and counties that had at least one newspaper that was more than two years old. Figures suggested that population was important to a newspaper, with old newspaper counties offering a larger population base than was found in new newspaper counties, but that the composition of that population made little difference. The relative wealth of a county, however, was important, with the old newspaper counties being clearly richer than those where newspapers were a recent arrival. The data suggest that when their newspapers were established, these counties already had solid population bases for their time and place. Another interesting point was that more than half of the 165 counties in the territories did not have newspapers. Evidence shows that, after considering total population, economics of a county were more significant than demographics in terms of newspaper establishment. (HOD)

ED 235 500 CS 207 870

Chew, Charles R.

Focus on the Young Writer.

New York State Education Dept., Albany. Bureau of English Education.
PUB DATE- Jul 83
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Case Studies; Elementary Education; Lesson Plans; Program Improvement; Teacher Improvement; *Teaching Methods; *Textbook Evaluation; Workshops; *Writing Exercises; Writing Improvement; *Writing Instruction; *Writing Processes; Writing Research

Resulting from a summer workshop concentrating on the writing of elementary school children, this booklet begins by reviewing a number of articles read and discussed by workshop participants. The second section, drawing upon the work of Sheila Schlawin, focuses on the composing process and answers a number of questions that teachers have about types of writing, writing quality and quantity, and organizing, drafting, revising, and editing material. Practical suggestions are included to aid the classroom teacher. The third section answers questions raised by workshop participants on such subjects as student writing anxiety, writing across the curriculum, and developmental programs in writing. Case studies of student papers with suggestions for instruction are then followed by lesson plans devised by participants. The booklet concludes with two questionnaires used by participants to review textbooks and a sample evaluation of a current textbook series. (HOD)

ED 235 567 EA 016 127

Muir, William K., Jr.

Teachers' Regulation of the Classroom.

Stanford Univ., Calif. Inst. for Research on Educational Finance and Governance.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- IFG-PR-83-A10
PUB DATE- May 83
GRANT- OB-NIE-G-80-0111
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Classroom Environment; Classroom Techniques; Elementary Secondary Education; *Organizational Theories; Political Power; Politics of Education; *Power Structure; *Role Theory; Social Exchange Theory; Student Role; *Student Teacher Relationship; Teacher Role

The nature of teachers' control in classrooms is explored in order: to understand the tension created when noneducators superimpose their rules on the regime of teachers at work and to learn something of a general nature about the antagonism between regulators and those they regulate. Teachers' regulatory powers are based on coercion, exchange, or authority. Coercion heightens antagonism to a regulatory regime in the classroom, whereas exchange (the "purchase" of student compliance) tends to corrupt the regime. The only recourse left is the development of authority--a moralized means of control that transforms teachers' might into right and students' obedience into duty. When outside sources, such as the courts, have an effect on school authority, the moral basis of local classroom authority may be threatened. Outside officials must develop the prudence and eloquence to preserve traditional organizational purposes while imposing new demands. Regulation is political in the sense that it depends on the arts of human control. If regulators, failing to get a workable agreement, use force, they may be turning away from the possibility of ever again cultivating a working agreement. (Author/MLF)

ED 235 422 CG 016 956

Robb, Harold B., III
Practicing Psychology on Campus? What You Call It Makes a Difference.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Behavior Modification; *College Students; *Counseling; Counseling Techniques; Higher Education; Identification; Language Role; *Psychotherapy; Public Opinion; *Student Attitudes
IDENTIFIERS- *Name Stereotypes

Previous research on differential responses to psychological procedure labels has shown that the general public makes no distinction between the labels behavior modification, behavior therapy, and behavior treatment, but shows a strong preference for the label counseling, compared to the labels behavior therapy and psychotherapy. To extend previous research to the more specialized population of college students, responses of 124 students to the psychological procedure labels behavior therapy, counseling, and psychotherapy were examined using a semantic differential with 23 word pairs (e.g., powerful-weak). Results showed a statistically significant difference for 7 of the 23 word pairs. Behavior therapy was seen as more physically oriented than either counseling or psychotherapy. Counseling was seen as more cooperative and personal than behavior therapy and more helpful than psychotherapy. Counseling was also seen as less medically oriented, vigorous, and complex than psychotherapy. Participants also stated which procedure they would prefer for themselves or a family member experiencing personal, emotional or family problems. Previous results were confirmed in this specialized population with a strong preference again shown for the label "counseling." (Author/JAC)

ED 235 437 CG 016 972

Meier, Scott; Davis, Susan

Theory and Tests of a Cognitive Behavioral Model of Burnout.

PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- *Burnout; Cognitive Processes; Expectation; *Human Services; Models; *Test Reliability; *Test Validity
IDENTIFIERS- *Meier Burnout Assessment

For people-helping professionals, the concept of burnout describes the physical and emotional exhaustion they feel on the job. A cognitive-behavioral model defines burnout as a state in which individuals expect few rewards and considerable punishment from work, due to lack of valued reinforcement, controllable outcomes, or personal competence. Expectations are a central component of this model since they indicate an individual's interactions with the environment and are closely linked with behavior and feelings. Three types of expectations (reinforcement, work outcome, and efficacy expectations) may influence burnout. To aid empirical research concerning burnout, the Meier Burnout Assessment (MBA), a 25-item true/false test, was developed to measure cognitions and expectations related to burnout. To check for internal consistency and concurrent validity in the MBA, undergraduate students completed both the MBA and the Maslach Burnout Inventory, and their scores on the two tests were compared. Statistical analyses showed satisfactory internal consistency, concurrent validity, and predictive validity for the MBA. A copy of the MBA along with the item-total correlations is included. (WAS)

ED 235 551 EA 016 108

Jackson, Charles E.; Marshall, John D.

A Selected Bibliography of Recent Research and Trends in Evaluating Alternative Education: 1975-1983.

PUB DATE- Jun 83

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reference Materials - Bibliographies (131) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTIONS- *Educational Research; Elementary Secondary Education; Literature Reviews; *Nontraditional Education; State of the Art Reviews

This bibliography is presented as a reference point to anyone interested in the alternative education phenomenon. The authors' intent has been to identify and collect studies utilizing a wide variety of strategies and instruments in their data collection and analysis. The selected studies concentrate on multiple sites/multiple groups and include both quantitative and qualitative data. The bibliography also identifies as many doctoral dissertations as possible that fit the selection criteria. (MD)

ED 235 709 HE 016 658

Ontario Postsecondary Enrolment Report, 1977-81: Universities, Colleges of Applied Arts and Technology, Other Postsecondary Institutions = Rapport sur l'effectif des etablissements postsecondaires de l'Ontario, 1977-1981: Universites, colleges d'arts appliques et de technologie, et autres etablissements postsecondaires.

Ontario Ministry of Colleges and Universities, Toronto.

PUB DATE- 82
AVAILABLE FROM- Ministry of Colleges and Universities, Mowat Block, Queens' Park, Toronto, Ontario M7A 1L2, Canada.
LANGUAGE- English; French
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTIONS- Age Groups; Agricultural Colleges; Art Education; College Students; *Enrollment Trends; Females; Foreign Countries; *Full Time Students; Institutional Characteristics; Males; *Part Time Students; Place of Residence; *Postsecondary Education; Proprietary Schools; Sex; Student Characteristics; Technical Institutes; Universities
IDENTIFIERS- Canada; *Ontario

Enrollment Data for 1977-1981 full- and part-time students in postsecondary institutions in Ontario, Canada, are presented in response to information needs of institutions and the Ontario Ministry of Colleges and Universities. The introduction, highlights of findings, and statistical tables are presented in both French and English. Analysis is provided by institution, level (undergraduate, graduate, nonpostsecondary), sex, age, legal status, province of residence, and country of citizenship. The following institutions are covered: universities, colleges of applied arts and technology, Ryerson Polytechnical Institute, Ontario College of Art, Ontario agricultural colleges, and registered private vocational schools. Unless otherwise specified, all statistics are based on student head counts; however, when head counts were unavailable, course registration statistics were employed. One objective of this report was to determine possible changing demands due to shifts between full- and part-time enrollments. Data were collected that showed both the patterns in enrollment by institution and the demographic characteristics of students at various program levels within the universities, colleges, and private vocational schools in order to help assess the possible impact of emerging trends on the system. (SW)

ED 235 304 CE 036 798

Neulinger, John
Leisure--A Criterion of Mental Health.
PUB DATE- Jul 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Counselor Role; Definitions; *Educational Needs; *Leisure Education; *Leisure Time; *Mental Health; Needs Assessment; Position Papers; Postsecondary Education; Secondary Education; Teacher Role

The term leisure has two quite distinct usages. On the one hand, the term leisure denotes residual or free time, and on the other hand, it denotes a state of mind that is characterized by perceived freedom and intrinsic motivation. Leisure and mental health are causally related to one another, first because the absence or presence of free time may lead to changes in mental health and also because one's state of mental health may affect the degree to which a person can experience leisure. In light of this interrelationship between leisure and mental health, existing programs focusing on the constructive use of free time for the improvement of mental health should be supported and additional programs should be developed. Furthermore, by including the leisure experience, rather than only the use of free time, as a criterion in the diagnosis of mental health, practitioners will arrive at a better understanding of potential malfunctioning in patients. It is important that mental health professionals and leisure professionals bear in mind the distinction between the concepts of free time and the leisure experience. (MN)

ED 235 348 CE 037 149

Vocational Education and Training in Denmark (Professions/Trades). Education in Denmark.

Ministry of Education, Copenhagen (Denmark).

PUB DATE- 83

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTIONS- Agricultural Education; *Apprenticeships; Building Trades; Cooperative Education; Distributive Education; Food Service; Foreign Countries; Graphic Arts; Marketing; Metal Industry; Metal Working; Needle Trades; Occupational Home Economics; Office Occupations Education; Postsecondary Education; Program Descriptions; Secondary Education; Service Occupations; Trade and Industrial Education; Transportation; *Vocational Education

IDENTIFIERS- *Denmark; Meat Cutters

This information booklet on vocational education in Denmark begins with a listing of the eight fields of study into which vocational education is divided. These fields are (1) the construction industry; (2) the graphic industries; (3) commerce, clerical trades, and public administration; (4) the iron and metal industries; (5) agriculture, horticulture, and forestry; (6) transports; (7) the food industries; and (8) the service tredes. A discussion follows of the two ways in which the education and training in these fields can be received: apprenticeship (L) training and basic vocational education (EFG). Both L and EFG training within the eight fields of study are then described, including: subjects taken during the basic year (first part) in EFG, a diagram illustrating the structure of the EFG basic year, and a list of second part courses that denotes whether or not the course is offered by the basic vocational training, apprenticeship training, or both. (YLB)

ED 235 517 CS 504 306

Heinberg, Paul
Causality Perspectives as Predictors of Communication Effectiveness.
PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Attribution Theory; *Behavior Patterns; College Students; *Communication Research; *Communication Skills; Higher Education; Human Relations; Influences; Interaction; *Interpersonal Communication; Interpersonal Relationship; *Predictive Measurement; *Predictor Variables; Research Methodology

The continuing inability of measures of personality to predict communicative or other types of behaviors has forced researchers to seek alternative ways of measuring. One alternative consists of a measure of four types of causal attribution in hypothetically crucial situations in five types of relationships of humans. The type of relationship in which communication occurs is assumed to indicate one particular causal perspective as most appropriate. An experiment was conducted to test the validity of the structure as measured and, of 12 predictions, 11 were statistically confirmed. A subsequent experiment was run to test the ability of the instrument to predict performance in four different types of communicative relationships from a knowledge of the causal perspective assumed to be the most appropriate for each. Of 11 predictors, 9 were statistically confirmed. (The evaluation instrument is appended.) (Author/MM)

ED 235 534 CS 504 388

Haskins, Jack B.
The Yang and Yin of the Communications Future: Positive Technology and Negative Messages.
PUB DATE- Jul 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Information Analysis/State-of-the-Art Materials (070)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Communication Research; *Communications; *Futures (of Society); *Mass Media Effects; Media Research; *Negative Attitudes; *News Reporting; *Technological Advancement
IDENTIFIERS- *Media Role

Future developments in communication technology promise to have both positive and negative effects on information sources, messages, the media, and audiences. An increased tendency toward monopolistic control, for example, might accompany improvement in information management. A significant problem already in evidence among information gatekeepers, the media, and audiences is hypernegativism--excessive emphasis on messages that are crictical, pessimistic, conflict-producing, threatening, or violent. Research indicates that the media overrepresents bad news and that while the public is highly interested in negative mass media messages, bad news has harmful effects on human emotions, perceptions, attitudes, and behavior. Given these harmful effects, media gatekeepers must reduce the number of unnecessary negative messages and find more constructive ways to present the necessary ones. These constructive approaches could include supplementing unpleasant information with information of a positive or problem-solving nature. Research indicates that the quality of message content is very important to audiences already supersaturated with the sheer weight of information. (MM)

ED 235 583 EA 016 146

Levis, Rae M.
The Education Service Agency--Where Next?
American Association of School Administrators, Arlington, Va.; American Association of School Administrators, Arlington, Va. American Association of Educational Service Agencies.
PUB DATE- 83
AVAILABLE FROM- Publications, American Association of School Administrators, 1801 North Moore Street, Arlington, VA 22209 (Stock No. 021-00836; $4.50 plus $2.50 postage and handling; quantity discounts; orders under $20.00 must be prepaid).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Research/Technical (143)
DESCRIPTIONS- *Agency Cooperation; Community Cooperation; *Cooperative Planning; *Cooperative Programs; *Educational Cooperation; *Education Service Centers; Elementary Secondary Education; Professional Services; Regional Cooperation; School Administration; *Shared Services

Chapter 1 of this study introduces the education service agency (ESA) by briefly examining its history and reviewing recent research on its present status. Identifying three basic ESA patterns (special district, regionalized agencies, and cooperative agencies), the initial chapter observes that, although most ESA's were not established until the 1960's and 1970's, by 1981 there were regional service agencies in 39 states. Chapter 2 discusses national characteristics of ESA's in such areas as governance, finances, programs and services, and staff relationships. Chapter 3 focuses on the extent to which ESA's are meeting the needs of their constituents through improving educational practice, providing administrative services, and offering direct student services. Chapter 4, which constitutes roughly half the study, makes short-term (5 years), middle-term (10 to 12 years), and long-term (turn of the century) predictions concerning the ESA's future role. Following a list of nine recommendations in chapter 5 that include creating a climate conducive to shared decision-making with constituents and continuing the professional development of ESA staff, the study concludes with a brief summary. (JBM)

ED 235 612 EC 160 464

Booth, Tony
Special Needs in Education (E241): Special Biographies, Unit 1/2.
Open Univ., Walton, Bletchley, Bucks (England).
REPORT NO.- ISBN-0-335-13120-4
PUB DATE- 82
AVAILABLE FROM- Open University Educational Enterprises, Ltd., 12 Cofferidge Close, Stony Stratford, Milton Keynes, MK11 1BY England (no price quoted).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- Classification; Course Content; Definitions; *Disabilities; *Educational Trends; *Elementary Secondary Education; *Mainstreaming; Program Development; *Special Education
IDENTIFIERS- United Kingdoom

The third of 16 booklets designed for use in an Open University course on special education in the United Kingdom, this guide introduces key issues in the course. The variety of handicapping conditions is examined, and age and sex factors in special education are considered. Effects of the environment and the special educational system are also explored. Major trends in the integration of handicapped children are identified, and issues involved in planning, financing, and forming policies related to integration are summarized. Contradictions and inconsistencies in special education are cited, and varying ideologies regarding integration are analyzed. Activity and reading suggestions are included throughout. Five appendices are provided, including an extract from the Warnock report, a list of categories of handicapped students, a list of questions designed to indicate a continuum of integration, the recommendations of the Snowden Working Party, and a report of the Joint Council for the Education of Handicapped Children. (CL)

ED 235 645 EC 160 802

Karnes, Merle B., Ed.
The Underserved: Our Young Gifted Children.
ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- ISBN-0-86586-147-1
PUB DATE- 83
CONTRACT- 400-76-0119
AVAILABLE FROM- The Council for Exceptional Children, Publication Sales, 1920 Association Dr., Reston, VA 22091 ($15.00, Publication No. 273).
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTIONS- Affective Behavior; Creativity; *Curriculum Development; *Gifted; Inservice Teacher Education; Models; Parent Attitudes; Parent Role; Play; *Preschool Education; Program Development; Program Evaluation; Self Concept; Student Evaluation; *Talent; *Talent Identification; Teacher Characteristics; Teaching Methods

Nine author-contributed papers focus on the needs of preschool gifted and talented children. M. Karnes presents "The Challenge" of educating this population, reviews characteristics of gifted/talented children, and offers guidelines for developing programs for students, including gifted minority and gifted handicapped children. A variety of identification models is considered by A. Shwedel and R. Stoneburner in "Identification," including information on specific standardized measures. Problems in identifying young children from special populations are also considered. Five conceptual models (open classroom, Structure of the Intellect, Enrichment Triad, Bloom's Taxonomy and Williams' Cognitive Affective Model) are described by M. Karnes, P. Kemp and M. Williams in "Conceptual Models." Characteristics, selection, and training of teachers for the gifted is the focus of another paper, "Teachers," by Karnes. Examples of differentiated curricula in the academic skill areas are provided and suggested approaches to encouraging creativity, divergent thinking, and higher level thinking skills are discussed in "Differentiating the Curriculum" by M. Karnes, S. Linnemeyer and C. Denton-Ade. The development of self concept, self esteem, and social development, and techniques to enhance them are suggested in "Affective Development," by K. Abroms. "Creativity and Play" presents a discussion by A. Gunsberg on ways to encourage creativity through play. Research on the influences of parental attitudes and behaviors is reviewed by M. Karnes in "The Role of the Family." He also offers options for parent involvement in the education of their gifted child. In a final chapter, "Evaluation," A. Shwedel discusses the importance of, and reviews models for, evaluating preschool gifted programs. (CL)

Recruitment and Retention of Business Administration and Accounting Faculty. A Report to the Legislature in Response to Assembly Bill 2023.

California State Postsecondary Education Commission, Sacramento.

PUB DATE- 20 Jun 83
AVAILABLE FROM- California Postsecondary Education Commission, 1020 Twelfth Street, Sacramento, CA 95814.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
Legal/Legislative/Regulatory Materials (090)
DESCRIPTIONS- Accounting; *Business Administration Education; Change Strategies; *College Faculty; College Programs; Employment Practices; *Faculty Recruitment; Females; Foreign Nationals; Higher Education; Minority Groups; Personnel Policy; School Holding Power; State Legislation; State Universities; Statewide Planning; *Teacher Persistence; *Teacher Salaries
IDENTIFIERS- *California State University and Colleges; *University of California

The recruitment and retention of faculty in business administration and accounting at the University of California (the University) and the California State University (the State University) are evaluated. An overview of education in business considers the location, type, and level of degree programs and concentrations in business-related fields in 1983-1984 at the University and the State University, and degrees awarded in business in California and the United States during 1971 through 1980. Attention is also directed to salary offers for business graduates, degrees in business awarded to nonresident aliens at the University and the State University, and salaries paid by competing institutions to faculty, by field and rank. Efforts of the University and the State University to improve faculty recruitment and retention are reviewed, and the following recommendations are discussed: improving compensation for existing faculty, developing greater flexibility to set salaries, seeking faculty with a wider range of expertise, expanding career paths and interchange of executives and academics, and increasing the supply of potential faculty. Appendices include the text of California Assembly Bill number 2023, data on business degrees conferred on women and ethnic minorities, and a list of accreditation criteria in business and engineering. (SW)

ED 235 318 CE 037 067

Shea, Susan
Consultation with the Wisconsin Division of Vocational Rehabilitation on Resource Allocation and Performance Contracting Issues.
Berkeley Planning Associates, Calif.
SPONS. AGENCY- Rehabilitation Services Administration (ED), Washington, DC.
PUB DATE- Sep 82
CONTRACT- 300-81-0435
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Adult Vocational Education; Computer Oriented Programs; Cost Effectiveness; Management Information Systems; *Performance Contracts; *Resource Allocation; *State Agencies; *Vocational Rehabilitation
IDENTIFIERS- *Wisconsin Division of Vocational Rehabilitation

This report offers constructive comments on several of the innovative management tools implemented by the Wisconsin Division of Vocational Rehabilitation. Issues addressed with respect to the agency's service resource allocation formula include (1) strengths of the formula; (2) whether the allocation formula is intended to create performance incentives of various kinds; (3) whether alternative performance outcome measures (other than the number of clients closed as rehabilitated--"26 closures") should be built into the formula, one of them being a cost-efficiency measure; and (4) how the VISICALC software package could be used on the agency's microcomputer to examine the potential effects of various changes in the resource allocation formula. Issues considered in the area of performance contracting include how the system can be made more comprehensive, suggestions for more clearly tying field office performance on contract targets to rewards within the Division of Vocational Rehabilitation system, ways to use the performance contract system as a diagnostic tool in connecting problems, and developing the management information system capacity to support performance contracting. (Author/YLB)

ED 235 363 CE 037 255

MacNaughton, Carolina
Adult Cuban Immigrant Project. Final Report. May, 1981 - June, 1983.
Orange County Public Schools, Orlando, Fla.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Jun 83
CONTRACT- 300-81-1444
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Adult Basic Education; Competency Based Education; Coping; *Cubans; Daily Living Skills; Diagnostic Teaching; *English (Second Language); *Immigrants; Job Search Methods; Pretests Posttests; *Prevocational Education; Program Development; Program Effectiveness; Program Implementation; Publicity; Student Evaluation
IDENTIFIERS- *Adult Cuban Immigrant Project; Orange County Public Schools FL

In its two years of operation, the Adult Cuban Immigrant Project served over 538 Cuban entrants in its prevocational English-as-a-second-language (ESL) program. The prevocational curriculum is a competency-based program that is designed to help students learn English in the context of life-coping skills and job-searching skills. Included in the instructional component of the program are the following processes: assessment, diagnosis, prescription, instruction, and disengagement. As a result of the outreach component of the project, 337 students were referred to outside agencies for help with housing, food, and clothing. In addition, 72 percent of the project participants either found a job, upgraded their present job, or obtained vocational training. Furthermore, project staff documented that 148 of the students were removed from public assistance. (A companion volume to this project report contains the teacher materials, volunteer training materials, timetables, forms, evaluation instruments, course outlines, publicity materials, pretests and posttests, and teacher training materials that were developed during the project.) (MN)

ED 235 391 CE 037 338

Maguire, Thomas O.; And Others

Attitudes towards the World of Work: Development of the Scales and Manual for Administration, Scoring and Interpretation.

Alberta Dept. of Education, Edmonton. Planning Services Branch.

PUB DATE- Aug 83

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTIONS- *Attitude Measures; Career Education; Foreign Countries; Secondary Education; *Student Attitudes; *Test Construction; *Test Reliability; *Test Validity; *Work Attitudes

IDENTIFIERS- *Alberta

A study was commissioned to develop and validate a test to assess the attitudes of Alberta students towards the world of work. A revised instrument was created that used 75 items grouped into 15 scales, of five items each, measuring perceptions about available opportunities. During the validation field trial the instrument was administered to 467 9th graders and 568 12th graders. Results showed that (1) the scales were relatively independent of each other, (2) the differences between the two groups were understandable, (3) sex differences occurred on all but three subscales, (4) differences were found among students taking different programs, and (5) the differences between students with no job experience and those with part-time and full-time job experiences were small. A principal component analysis of item intercorrelations was used to investigate structural validity. Reliability data were calculated three ways: calculation of Cronbach's alphas, readministration of the instrument and use of item means to estimate the scale means, and test-retest reliability estimation. (Appendixes, amounting to over one-half of the report, include the questionnaire, the administration manual, and the Alberta Provincial Percentile Norms Tables.) (YLB)

ED 235 407 CG 016 940

Sanza, James
Inhibition of Poor Exemplars in the Lexical Decision Task and Evidence of Automatic and Attentional Priming.
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Decision Making; *Memory; Models; *Reaction Time
IDENTIFIERS- *Priming Effects; *Semantic Memory

The growing literature on semantic memory suggests that many concepts normally believed to belong to certain semantic categories functionally belong to other categories. This determination can be explored by a variety of priming methodologies in which a subject's reaction time is analyzed while making certain judgements about a visually presented word stimulus. To explore whether poor exemplars of natural categories are stored in the same memory location as are good exemplars, 100 native English-speaking subjects made lexical decision responses by pressing appropriate telegraph keys as they looked into a three-field tachistoscope. The results indicated that an automatic mechanism is involved in facilitating retrieval of good exemplars, and an attentional mechanism is involved in inhibiting retrieval of poor exemplars from semantic memory. (Author/JAC)

ED 235 469 CS 007 323

Blanchard, Harry E.; Brewer, William F.
Inferences and the Construction of Mental Models in Reading Comprehension.

PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Cognitive Ability; *Cognitive Processes; *Models; *Reading Comprehension; *Reading Research
IDENTIFIERS- *Inferences; *Reader Text Relationship

Two experiments were conducted to test the hypothesis that readers make inferences if those inferences are necessary for the reconstruction of the writer's model. Each experiment involved the same 42 subjects who read a series of short passages. The first experiment examined inferences pertaining either to the underlying global situation of a passage or to local events within it, while the second differentiated between local inferences required for reconstruction of the writer's mental model and those not required. In each experiment, subjects first read a passage, then several test sentences, some of which tested information that was presented (explicit) and some of which tested information not presented in the passage. The subjects had to decide, as quickly and accurately as possible, if the sentence was consistent with information in the passage. Interaction between explicit/implicit presentation and inference type indicated that readers do, indeed, make inferences if the inferences are necessary for the reconstruction of the writer's mental model. (A sample passage and its test questions are appended.) (FL)

Hofmann, Norma; Whitmer, Sherry
The Hows and Whys of Cody Creations (Cody's Drop-In Writing Center).
Pleasant Valley Community School District, IA.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MFC1/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Creative Writing; Editing; Elementary Education; English Curriculum; *Language Arts; Learning Activities; *Learning Laboratories; Program Descriptions; *Self Expression; *Story Telling; Student Developed Materials; Units of Study; *Writing (Composition)
IDENTIFIERS- PF Project; Writing Across the Curriculum; *Writing Programs

A successful elementary school writing center in which students follow their creative stories from dictation through publication is described. Intended as a handbook for schools contemplating a similar program, the pamphlet is divided into three sections which outline the center's history, establishment, and present format. Section 1 charts the evolution of the center from a first grade class project to a permanent weekly drop-in workshop, staffed by volunteers and used by all elementary grade levels. Section 2 offers pointers on motivating student participation, scheduling class time, assigning volunteer and teacher duties, developing channels of student-teacher-volunteer communication, keeping records, and obtaining supplies. The bulk of the handbook is contained in Section 3. Through a detailed description of the present organization of the center, the section provides a wealth of useful "how to's" on every aspect of the writing process. Included are how to: get started; develop student-volunteer rapport; get children talking; take story dictation; edit and print stories; develop an author page; and assemble, page out, and cover the finished book. Illustrations for assembling the book are also provided. (LP)

ED 235 501 CS 207 872

Youngstrom, Mark, Ed.
Some Essential Learner Outcomes in Communications/Language Arts. Curriculum Bulletin No. 61.
Minnesota State Dept. of Education, St. Paul. Div. of Instruction.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Communication Skills; *Curriculum Design; *Educational Objectives; Elementary Secondary Education; English Instruction; Interdisciplinary Approach; Language Arts; Listening Skills; Reading Comprehension; Reading Improvement; Reading Instruction; Teaching Methods; Visual Literacy; Writing Improvement; Writing Instruction; Writing Skills
IDENTIFIERS- Media Literacy

Intended for elementary and secondary school language arts teachers, this guide lists suggested outcomes in the development of successful communicators, based on knowledge of child development. Following an introduction, the guide discusses key considerations and procedural sugestions for developing the communications/language arts curriculum. The essential learner outcomes are then presented, divided into eight strands: (1) reading/literacy, (2) reading/literature, (3) writing, (4) speaking, (5) listening, (6) language study, (7) resource use, and (8) media literacy. These are followed by key process outcomes for introduction in grades K-4, 5-8, and 9-12. The guide then presents a communications/language arts scope and sequence chart, and a glossary of communications/language arts terms. A bibliography concludes the guide. (HTH)

Hansen, Kenneth H.
Instructional Technology: Policy Issues for State Education Agencies. An Issues Analysis Paper. Discussion Draft.
Northwest Regional Educational Lab., Portland, OR. Northwest Center for State Educational Policy Studies.
PUB DATE- 29 Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Access to Education; *Computer Assisted Instruction; *Computer Literacy; *Computer Managed Instruction; *Computer Programs; Cooperation; Curriculum Development; *Educational Policy; *Educational Technology; Elementary Secondary Education; Equal Education; Evaluation; Instructional Design; Resource Allocation; School Districts; Sex Differences; Social Environment; State Departments of Education; Training; Values

Policy issues and their implications in the introduction of computer technology in the Northwest and Pacific schools are examined. Eight issues, focused on instructional uses of computer technology, are covered. (1) Establishing an overall state education agency (SEA) position will set the tone for statewide development of instructional technology. (2) The SEAs must select appropriate roles and develop clear and specific state level educational policies for leadership in instructional technology. (3) The computer poses special problems in equity and access, an important policy issue that requires thoughtful development to redress existing inequities and ensure fairness. (4) Because technology may embody potential threats to present values, it is important to formulate policies that fit our cultural and moral values. (5) Policies may need to be more clearly stated so that the use of instructional technology is compatible with basic educational goals. (6) It is important that SEAs collaborate with local school boards, other state agencies, business and industry, and higher education. (7) Computer technology has potential to save money and help schools cope with declining resources. (8) SEA instructional technology policy must be based on three commitments: to serious long-range planning; to extensive staff development; and to responsible resource allocation. (MD)

ED 235 597 EC 152 535

Sytsma, Joan

Special Education Resource Teacher, Team Facilitator and In-School Consultant: A Successful In-Service/Resource Teacher Model.

PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Disabilities; Elementary Secondary Education; Inservice Teacher Education; *Models; *Resource Room Programs; Resource Teachers; *Teacher Role
IDENTIFIERS- Ontario

The Developmental Teacher Model, a resource teacher model used in Ontario, Canada, by the Dufferin-Peel Roman Catholic Separate School Board, employs a special education team responsible for educational assessment, consultation with other teachers, direct withdrawal services to some students, and support to integrated students from contained classes. Developmental teachers, who need high level communication skills, have helped reduce the waiting time between referral and placement in the Dufferin-Peel school system of students who cannot achieve their potential in the general education program. Developmental teachers participate in inservice based on an andragogical approach, a discovery learning process patterned after great teachers such as Jesus, Socrates, etc. who helped adults learn by asking questions and discussing thoughts, beliefs, and ideas. Distinctions are drawn between the andragogical (self directed) and the pedogogical (teacher directed) approach to inservice. Developmental Teachers may also request individual inservice based on needs. The group interaction has produced a pool of human resources which has had a significant impact on the 10 elementary and 2 secondary schools involved. Working as members of the school team, Developmental Teachers work with a good deal of freedom and with a wide range of student exceptionalities. (CL)

ED 235 628 EC 160 480

Horvath, Lester J.; And Others
Special Education Program Evaluation: A Management Tool. Training Manual. First Edition.
Associates in Professional Technologies, Inc., West Hartford, CT.; Massachusetts State Dept. of Education, Boston. Div. of Special Education.
PUB DATE- Jun 81
AVAILABLE FROM- Massachusetts Department of Education, 1385 Hancock St., Quincy, MA 02169 (Publication No. 12428, no price quoted).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Administrators; Data Collection; Decision Making; *Disabilities; Elementary Secondary Education; *Evaluation Methods; *Inservice Education; *Management Development; Needs Assessment; *Program Evaluation

The manual is intended to help administrators evaluate special education programs. Information is organized according to 11 training activities designed for a one day inservice session. Introductory information reviews the purposes of training, and provides suggestions for trainers in planning, conducting, and following up the session. Activities are addressed in terms of the following information: training objective; time required; materials needed; method; introduction; and step-by-step procedures for completing the activity, including lead-ins for the succeeding activity. Activities deal with data collection; determination of sample size; special education enrollment comparisons; data analysis and decision making; reports; needs assessment and training evaluation; program evaluation theories; goals, objectives, and evaluation questions; and alternate sampling procedures. Handout masters and overhead transparency masters are provided. (CL)

ED 235 661 EC 160 819

Anderson, Zola; And Others
Handicapped Children's Performance on Standard and Adaptive Items of the Stanford-Binet Intelligence Scale (Form L-M). Working Papers in Developmental Disabilities.
Nebraska Univ. Medical Center, Omaha. Meyer Children's Rehabilitation Inst.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Disabilities; *Intelligence Tests; Preschool Education; Test Construction; Test Format; *Testing
IDENTIFIERS- *Stanford Binet Intelligence Scale; *Test Adaptations

The study examined the effect of test modifications on the performance of 10 handicapped preschoolers on the Stanford-Binet Intelligence Scale (Form L-M). Adaptations of both stimulus and response modes were designed and constructed for subtests at the preschool levels on the Stanford-Binet. Attempts were made to maintain the functional equivalence of the cognitive concept involved in each task without altering the primary content of the item. Ss who failed the subtests under standardized conditions were administered adapted subtests. Results revealed a significant, positive correlation between the severity of the child's handicap and the improvement of his/her performance on the adapted test items. The greater the degree of the child's sensory and/or motor handicap, the more improved was the child's performance on the adapted test items. (Author/CL)

ED 235 678 FL 013 969

Elias-Olivares, Lucia, Ed.
Spanish in the U.S. Setting: Beyond the Southwest.
InterAmerica Research Associates, Rosslyn, Va.; National Clearinghouse for Bilingual Education, Arlington, Va.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.; Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
REPORT NO.- ISBN-0-89763-073-4
PUB DATE- 83
CONTRACT- NIE-400-80-0040
AVAILABLE FROM- National Clearinghouse for Bilingual Education, 1555 Wilson Blvd., Rosslyn, VA 22209 ($14.00)
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Code Switching (Language); *Hispanic Americans; Interference (Language); Language Maintenance; Language Planning; *Language Usage; *Language Variation; Sociolinguistics; *Spanish

The role and use of Spanish in the geographic areas outside of the U.S. Southwest are examined in a collection of 16 conference papers. The papers address the general topics of language contact, linguistic variation, sociolinguistic factors, and language maintenance policy, and planning. Among the specific issues discussed are: a dialectology of U.S. Spanish, subject-object reversals among New York Hispanics, interference and code switching in contemporary New York Judeo-Spanish, code shifting patterns in Chicano Spanish, Spanish-English bilingual children as peer teachers, bilingual competence, Spanish language resources in the United States, Mexican American language communities in Minnesota cities, and the Hispanic speech community of Washington, D.C. (RW)

ED 235 695 HE 016 291

Brookes, Michael C. T.; German, Katherine L.

Meeting the Challenges: Developing Faculty Careers. ASHE-ERIC Higher Education Research Reports, No. 3. FYI Executive Summary.

Association for the Study of Higher Education.; ERIC Clearinghouse on Higher Education, Washington, D.C.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 83
CONTRACT- 400-82-0011
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTIONS- Adult Development; *Careers; *College Faculty; Educational Change; Educational Research; *Faculty Development; Futures (of Society); Higher Education; *Job Satisfaction; Literature Reviews; Rewards; Social Change; Well Being
IDENTIFIERS- PF Project

Criticism of education has brought with it a reduction in the status of the teaching profession. The effects of this on faculty have been worsened by changes in career rewards and responsibilities brought about by the economic problems of higher education institutions. Colleges can no longer overlook the needs of faculty. Both life cycles and careers move through a series of identifiable stages. Among careers, the academic profession is unique. It is a solitary, unchanging activity with a reward structure that emphasizes research rather than teaching. Faculty development programs that have evolved have shown limited effectiveness. A new type of program, Faculty Career Development, includes faculty retraining, career changes, and early retirement incentives. This new focus raises questions about the future of academics as a career. To promote a healthy climate, educators must become more knowledgeable about adult development and career stages. A reform of the academic reward system is needed. The present crisis can be turned into an opportunity for revitalizing faculty careers. This document includes a 19-item bibliography and an order form for related research reports available from the Association for Study of Higher Education, including the full report upon which this summary is based. (DC)

ED 235 305 CE 036 945

Ringel, Robert F.
Development of Performance Based Education for Architectural Curricula: Instructional Program for Light Commercial Architectural Drafting.
PUB DATE- Aug 83
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040) Reports - Research/Technical (143)
DESCRIPTIONS- Architects; *Architectural Drafting; *Architectural Education; Behavioral Objectives; Building Plans; Competence; *Competency Based Education; *Course Content; *Curriculum Development; Curriculum Guides; Evaluation Methods; Higher Education; Learning Activities; *Learning Modules; Units of Study; Vocational Education

This field study was conducted to develop a performance-based course, including goal statements, performance objectives, and learning activities, for a light commercial building drafting course. The procedures used during the study were based on the 1975 Michigan Department of Education project for the development of competency-based teacher education programs, and included instructional modules of program goals, performance objectives, objective-referenced testing, learning activities, follow-up, and evaluation. A job task analysis of the architectural profession was developed from a review of literature to determine typical jobs and tasks. These jobs and tasks were equated with program goals, course goals, and performance objectives. Learning activities were then arranged to support each of the performance objectives. A textbook entitled "Architecture-Design, Engineering, Drawing" was selected to augment the learning activities. The result of the study was a 10-unit, task package, performance-based course. Each unit represents a performance objective and a required drawing arranged in the order of actual construction. The evaluation of the learner's mastery of the course is determined by successful completion of each unit test and a set of drawings prepared by student teams. It was recommended that light commercial building drafting be incorporated into community college and university architectural technology programs. An evaluation study was also recommended to survey those who had completed the course and were employed in architectural drafting as a means to update the course content. (The performance-based light commercial drafting course is included as an appendix to the report.) (KC)

ED 235 333 CE 037 117

Coelen, Craig G.; Gaumer, Gary
Effects of Federal Support for Nursing Education on Admissions, Graduations, and Retention Rates at Schools of Nursing.
Abt Associates, Inc., Cambridge, Mass.
SPONS. AGENCY- Health Resources Administration (DHHS/PHS), Hyattsville, Md.
REPORT NO.- AAI-82-5
PUB DATE- 7 Jun 82
CONTRACT- HRA-232-80-0015
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Educational Finance; Employment Patterns; Federal Programs; Financial Support; Futures (of Society); Labor Needs; *Labor Supply; Nurses; *Nursing Education; Postsecondary Education; *Program Effectiveness; Student Financial Aid; *Student Loan Programs
IDENTIFIERS- *Nurse Training Act 1964

This study examined the impact of federal assistance on the number of students entering, continuing in, and graduating from basic nurses training programs. The effects of the Nurse Training Act (NTA) of 1964 were examined through measuring the differences (in admissions, attritions, and graduations) between school years in which NTA funding was received and school years in which funding was not received. Statistical techniques were used to control for differences across schools and years in the size of the available pool of high school graduates and other external factors that might affect admissions, attritions, and graduations. NTA funding was found to have had a significant impact. At least 47,000 additional students entered basic nurses training programs between 1969 and 1979 as a result of federal assistance, and 70 percent or more of these additional students were expected to join the professional nursing work force. (KC)

ED 235 377 CE 037 295

Stadt, Ronald; And Others

A Catalog of Performance Objectives, Performance Conditions, and Performance Guides for Machine Tool Operations.

Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.; Southern Illinois Univ., Carbondale. Dept. of Vocational Education Studies.

PUB DATE- Oct 83

LANGUAGE- English

EDRS Price - MF01/PC13 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTIONS- *Behavioral Objectives; *Equipment; *Evaluation Criteria; Hand Tools; Job Analysis; Machinery Industry; *Machine Tool Operators; Machine Tools; *Machinists; Metal Working; *Occupational Information; Performance Factors; Performance Tests; Postsecondary Education; Secondary Education; Specifications; Task Analysis; Vocational Education

This catalog provides performance objectives, tasks, standards, and performance guides associated with current occupational information relating to the job content of machinists, specifically tool grinder operators, production lathe operators, and production screw machine operators. The catalog is comprised of 262 performance objectives, tool and equipment lists, and performance guides that were prepared from job-related task statements from the occupational inventory. Each performance objective contains the condition under which the student will perform the objective, the performance required of the worker in the job environment, and a job-relevant standard for measuring successful performance of the objective. The source of the standard for each objective is documented. The tool and equipment list includes the required tools and equipment for completing the performance guides. Accessories included are the necessary tools and machinery parts used with a basic machine. The performance guides that accompany the tasks provide procedural steps identified as subordinate to task performance. Appendixes to the catalog contain cross-reference tables of duties and tasks of machine tool operators; percentages of workers using tools, equipment, and work aids; references; and a model of the process of the development of the catalog. (KC)

ED 235 423 CG 016 957

Chemical Dependency Unit: One Aspect of the Program for Student Assistance of Bryan Sr. High School. Teacher Manual.

Omaha Public Schools, Nebr.

PUB DATE- 81

LANGUAGE- English

EDRS Price - MF01/PC09 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTIONS- *Alcohol Education; Alcoholism; Drug Abuse; Drug Addiction; *Drug Education; High Schools; High School Students; *Instructional Materials; Marihuana; *Resource Materials; Teaching Guides

This teachers manual provides three instructional units (Chemical Dependency, A Disease; The Family; and Intervention and Recovery) for chemical dependency education at the high school level. The history, objectives, and teaching philosophy of the program are discussed briefly, and a course syllabus outline and audiovisual aids list by section are provided. The format for each of the three sections consists of a teacher guide with specific directions for each day of instruction; activities and readings including student handouts; and teacher resource materials. Section 3 also includes student and teacher unit evaluation sheets. A fourth section provides additional resource material, e.g., lists of films available from the school library, supplemental activities and projects, a speakers list with addresses and phone numbers, and fact sheets on marijuana and alcohol. Although some of the material is geographically specific (e.g., a map to Bryan High) the guide would be useful to anyone wishing to implement chemical dependency instruction at the high school level. (MCF)

ED 235 438 CG 016 973

Taylor, Marcia

New Concepts in Instrumentation Development to Measure the Perry Scheme.

PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Cognitive Development; *Cognitive Measurement; College Students; Developmental Stages; *Epistemology; Ethics; Higher Education; *Intellectual Development; Moral Development; *Test Construction; *Test Format; Testing Problems
IDENTIFIERS- *Perry Developmental Scheme

The Perry scheme of intellectual and ethical development has become widely used in a range of academic disciplines and such areas as career training and faculty consultation. However, current measurement techniques for the scheme, whether interview format or paper and pencil measures, do not adequately address issues related to assessing cognitive development. Problematic factors include: (1) all kinds of development occur simultaneously making separation of strands of development difficult; (2) people may exhibit behaviors representative of more than one developmental level; and (3) signs that appear in earlier stages reappear later in more complex forms. To address these shortcomings, college students (N=155) completed the Measure of Intellectual Development (MID) and a newly constructed scale, the Measure of Epistemological Reflection (MER). The MER uses a series of questions for each of the six different domains (decision making, role of peers, role of learners, role of instructor, evaluation, and nature of knowledge) relevant to the Perry Scheme. Follow-up probes assist in obtaining sufficient data to elaborate on the respondent's thinking and to reveal the reasoning structure being used; this structure is the unit of analysis for rating. Preliminary percentage agreement between expert raters on the first 84 protocols was 60% exact position agreement. (WAS)

ED 235 453 CG 016 989

Griggs, Shirley A.; And Others
The Relationship between Sex Role Attitudes and Counselor Effectiveness.
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Androgyny; *Counseling Effectiveness; *Counselor Characteristics; Counselor Client Relationship; *Counselor Performance; Graduate Students; Higher Education; Interpersonal Relationship; Personality Traits; Practicums; *Sex Role; Sexuality
IDENTIFIERS- Bem Sex Role Inventory; Carkhuff Empathy Scale

Studies of the personality traits of counselors, particularly in relation to their sexuality, assumes that such traits are relevant to counselor effectiveness. To investigate the relationship between counselor effectiveness and sex role attitude, 66 counselor education students, 15 male and 51 female, aged 22-58, participated in individual counseling practicum sessions. To assess sexual orientation the Bem Sex Role Inventory was given to each subject. To assess counselor effectiveness two faculty members independently rated practicum counseling sessions using the Carkhuff Scales for Assessment of Interpersonal Functioning. An analysis of the findings showed no significant difference between sex role classification and grade point average. Further, no significant difference was found between counselor effectiveness and sex role attitudes. However, in a paired comparison, males were more effective counselors than either females or androgynous individuals. Counselor sex, per se, does not appear to relate positively to counselor effectiveness, but rather the masculine personality traits of independence, achievement and self-sufficiency. (BL)

ED 235 568 EA 016 128

Rumberger, Russell W.
The Employment Impact of Government Spending.
Stanford Univ., Calif. Inst. for Research on Educational Finance and Governance.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- IFG-PR-83-A11
PUB DATE- May 83
GRANT- OB-NIE-G-80-0111
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- *Employment Patterns; *Employment Statistics; *Government (Administrative Body); *Government Employees; *Government Role; Unemployment
IDENTIFIERS- *Government Spending; Gross National Product

An analysis illustrating the direct and indirect role of government policy in generating employment begins by documenting the level and composition of government spending over the last 50 years. In 1929, federal, state and local expenditures amounted to 10 percent of the Gross National Product (GNP); by 1980, government expenditures represented one-third of the GNP. The next section examines the employment generated by different types of government spending in 1980--the number of jobs, the types of jobs, and the types of workers who held these jobs. Government spending generated 34 percent of all civilian employment in 1980. More than 40 percent of the jobs in the public sector were high-level professional and managerial jobs, compared to 25 percent of the jobs in the private sector. The public sector generated more than one-third of all high-level jobs for women in 1980--over 50 percent for black women.

The last section of the analysis discusses the consequences of shifting government spending from one category to another. An increase in defense spending will create jobs in aircraft, ordnance, and other manufacturing industries. A reduction in federal nondefense spending or in state and local purchases will reduce employment opportunities for college graduates, women, and minorities more than for other groups of workers. (MLF)

ED 235 408 CG 016 941

Jacobsen, Rebecca H.; Calhoun, James F.
Causal Attributions and Person Perceptions in an Incident of Spouse Abuse.
PUB DATE- 24 Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Attitude Change; *Attribution Theory; *Battered Women; Bias; College Students; Counseling Techniques; Empathy; Family Problems; *Group Discussion; Higher Education; Observation; *Role Playing; Sex Differences; Spouses
IDENTIFIERS- *Person Perception; *Situational Variables

Research suggests that observers of spouse abuse are likely to arrive at overly dispositional causal explanations for the abusive behavior, and reject both the abusing spouse and his victim. To examine observers' causal attributions and person perceptions under varying conditions, 160 college students read a vignette about an incident of spouse abuse in which the abuser either made a sincere apology and sought help, or only left a brief note. Subjects answered questions about their causal attributions and perceptions of the abuser and the victim; and then either role played the abuser and victim in a discussion after the fight, or engaged in a group discussion of the incident. Subjects then completed another questionnaire. There were no consistent differences found with respect to sex or the sex composition of the group. The results suggested that people viewed a spouse abuser less negatively and made more situational causal attributions about his behavior when he took positive steps to seek help. Both discussing the abuser's behavior in a group or role playing him led to more causal attributions, but that may have been more true for the role plays. (JAC)

Soukup, Paul; Boone, Mary

Negotiation through Power, Ideology, and Technology in the Local Development of the Catholic Telecommunications Network of America.

PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Ambiguity; Attitudes; Case Studies; *Catholics; *Communication Research; Network Analysis; Organizational Change; *Organizational Communication; Power Structure; *Religious Organizations; Technology; *Telecommunications

A case study tested the premise that people cope with ambiguity in particular ways within an organizational context, negotiating for understanding and choice through the manipulation of power, ideology, and technology. The study focused on the implementation of a satellite communications network in local Catholic Church offices and on staff members' positive and negative perceptions of ambiguity that resulted from the new system. Results showed that ambiguity was reduced within the offices through the use of power, ideology, and technology. From an external perspective, ambiguity was used in a positive way to open up possibilities for the creative use of technology, for renegotiating the goals of the Catholic Communications Network, and for realigning the power structure of the communication system of the Church. (FL)

ED 235 535 CS 504 394

Jenkins, Mercilee M.; And Others
Removing Bias: Guidelines for Student-Faculty Communication.
Speech Communication Association, Annandale, Va.
SPONS. AGENCY- Women's Educational Equity Act Program (ED), Washington, DC.
PUB DATE- 83
AVAILABLE FROM- Speech Communication Association, 5105 Backlick Rd., Suite E, Annandale, VA 22003 ($7.50, prepaid).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Books (010)
DESCRIPTIONS- Behavior Patterns; *Classroom Communication; College Faculty; College Students; *Cultural Differences; Females; Higher Education; Interaction; Knowledge Level; *Language Usage; Males; *Sex Bias; *Speech Communication; *Stereotypes; Student Teacher Relationship; Teacher Behavior; Teaching Methods

Based on the realization that professors' cultural and personal backgrounds affect the way they transmit information and the way they interact with men and women students in their classes, this booklet is designed to help faculty members assess how they are presenting subject matter to their students. The first section of the booklet, "Student-Faculty Communication Patterns," identifies and proposes solutions to problems of stereotyping, biases in language structures and usages, and patterns of discrimination in classroom interaction that can differently affect women and men of varied cultural backgrounds. The second section, "The Student Performance Questionnaire," suggests a way to seek student opinions of classroom interaction patterns according to the student's age, sex, and race. Specifically, this section contains a discussion of the development of the questionnaire, directions for its use, a copy of the questionnaire, suggestions for analyzing data gained from it, and instructions for interpreting its results. The booklet also contains an extensive bibliography. (FL)

ED 235 710 HE 016 661

College-Bound Digest. Valuable Information from Prominent Educators for All College-Bound Students.

Who's Who among American High School Students, Northbrook, IL.

REPORT NO.- ISBN-0-915130-78-5
PUB DATE- 83
AVAILABLE FROM- Educational Communications, Inc., 721 N. McKinley Rd., Lake Forest, IL 60045 (1-9 copies, $1.50 each; 10-99 copies, $1.25 each; 100 or more copies, $1.00 each).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - General (020) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Admissions Officers; Advanced Placement; Aptitude Tests; Church Related Colleges; *College Bound Students; *College Choice; *College Entrance Examinations; *College Preparation; Educational Counseling; Equivalency Tests; Higher Education; *High School Students; Institutional Characteristics; Majors (Students); Private Colleges; Single Sex Colleges; State Universities; Student Financial Aid; Test Coaching; Universities
IDENTIFIERS- Research Universities

Information for students, counselors, and parents to help in the evaluation of options and opportunities available for most college-bound students is presented in 17 articles. Titles and authors include the following: "Getting the Most from Your High School Counselor" (James Warfield); "The Use of the SAT at Selective Colleges" (Judith Gatlin); "Tips on Taking the SAT" (Ernest W. Beals); "Can You Prepare for the SAT" (Stanley H. Kaplan); "Searching for Student Financial Aids" (S. Norman Feingold and Marie Feingold); "Tough Questions to Ask Any Admissions Officer" (Robert G. McLendon); "Common Mistakes Students Make in Selecting a College" (William B. Stephens, Jr.); "The Advantages and Pitfalls of Advanced Placement and Credit by Examination for the Freshman Year of College" (Carl D. Lockman); "The Academic and Social Benefits of Large American Universities" (James C. Blackburn); "The Academic and Social Advantages of a Private Church Related College or University" (A. Mitchell Faulkner); "Advantages of Attending a State University" (Stanley J. Koplik); "Advantages of a Women's College" (Julia McNamara); "Opportunities at Independent Research Universities" (F. Gregory Campbell); "Choosing the Right College Major" (James E. Moore); and "A Yearn to Earn" (Lawrence B. Durham). The following articles appear in a final section entitled "For Parents Only": "College-Bound--A Reciprocal Experience" (Sheila Pickard), and "Learning a New Role" (Paul and Ann Krouse). (SW)

ED 235 349 CE 037 150

Clark, Elmer J.
Improving the Status of Women in the Third World: A Challenge to Adult Educators.
PUB DATE- 17 Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Access to Education; Adult Basic Education; *Adult Education; Adult Educators; Adult Programs; Adult Students; Attitudes; *Developing Nations; Economic Development; Educational Needs; *Educational Responsibility; Equal Education; Equal Opportunities (Jobs); Females; Instructional Materials; Material Development; Postsecondary Education; *Program Improvement; Sex Discrimination; *Sex Fairness; Teacher Attitudes; *Womens Education

Adult educators face a challenge if they are to aid in the improvement of the status of women in the Third World. Women in developing countries, especially those in rural and poverty areas, are often restricted to second class educational and work opportunities. Adult educators could contribute to the reduction of such discrimination in the following ways: (1) particular attention should be given to the improvement of educational opportunities for women in rural areas and in areas of extreme poverty; (2) successful women educators must be placed in key administrative and teaching positions so as to raise the aspirations of women students; (3) women must be included in national development planning and in the implementation of adult education programs; (4) the objectives of adult education programs must be directed toward cultural change especially in respect to the status of women in society; (5) curricula, textbooks, and materials of instruction used in the adult education programs must be free of sex bias; (6) adult education programs must be offered at times and at places where those programs are readily available to women; (7) instructional media, easily adaptable to rural and poverty areas, can enhance the adult education programs; and (8) action research with a widely based participatory rationale concerning adult education methods, procedures, and programs should be initiated. Even with such improvements in adult education, however, changes in the status of women in developing countries will occur slowly, not as quickly as educators may envision. (Author/KC)

ED 235 392 CE 037 340

School Bus Rider Safety Education Modules for Use with Drills on School Buses.
New York State Education Dept., Albany. Div. of Physical Education, Fitness, Health, Nutrition and Safety Services.
PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Bus Transportation; Elementary Secondary Education; *Safety Education; *School Buses; *Student Transportation; Traffic Accidents; Traffic Safety

Developed for teachers and members of the pupil transportation staff who conduct school bus drills, these 10 lesson outlines are intended for classroom instruction on school bus safety. Lessons may be adapted to fit the grade level, intelligence, and special needs of students. Topics covered are: preparing to ride the bus, boarding and proceeding to seat, riding the school bus, leaving the bus and proceeding to destination, importance of safe and desirable behavior, hazardous weather and road conditions, school bus collisions, emergency evacuation procedures, special situation school bus transportation, and students with handicapping conditions as school bus riders. The components of each module are objectives, an introduction, content outline, and a conclusion. An annotated listing of suggested films and filmstrips is provided. Visual masters contained in a section of resource materials may be used to make transparencies, posters, or handouts. Suggested procedures are also provided for three mandated drills held at specific times during the school year. A pupil transportation program evaluation form is also included. (YLB)

ED 235 470 CS 007 324

Durkin, Dolores
Is There a Match between What Elementary Teachers Do and What Basal Reader Manuals Recommend? Reading Education Report No. 44.
Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Oct 83
CONTRACT- 400-81-0030
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Basal Reading; Classroom Observation Techniques; Elementary Education; Questioning Techniques; Reading Comprehension; *Reading Instruction; *Reading Research; *Reading Teachers; *Teacher Behavior; Teacher Effectiveness; Teacher Evaluation; *Teaching Methods

To learn how basal reading program manuals affect teacher behavior during the time scheduled for reading, classroom observations were made of 16 teachers from first, third, and fifth grade classes. The first grade teachers were observed for a total of 605 minutes; the third grade teachers for 780 minutes; and the fifth grade teachers for 535 minutes. The teachers' instructional methods were then compared with the manuals' recommendations. Researchers met with teachers on the same day that observation took place (whenever possible) and, if appropriate, questions were raised about why no basal materials had been used. At each meeting, teachers were also asked to check on the observer's accuracy in reporting behavior. Results showed that while teachers spent considerable time on post-reading activities recommended by the basal manuals, such as comprehension assessment questions and written practice assignments, they only infrequently followed pre-reading recommendations in presenting new vocabulary, background information, or prereading questions to prepare students for assigned reading. In addition, none of the teachers appeared to be diagnostically oriented. These findings indicate the need to establish priorities in reading instruction so that sufficient time can be allotted to important prereading and diagnostic tasks. (HOD)

ED 235 502 CS 207 893

Kean, John M.
The Teaching of Writing in Our Schools. Fastback 193.
Phi Delta Kappa Educational Foundation, Bloomington, Ind.
REPORT NO.- ISBN-0-87367-193-7
PUB DATE- 83
AVAILABLE FROM- Phi Delta Kappa, Eighth and Union, Box 789, Bloomington, IN 47402 ($0.75; quantity discounts).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Academically Gifted; Academic Standards; *Content Area Writing; Elementary Secondary Education; Grammar; Higher Education; Models; Program Improvement; Student Motivation; Teacher Effectiveness; Teacher Role; Teaching Methods; Writing (Composition); Writing Evaluation; Writing Improvement; *Writing Instruction; *Writing Processes

Intended for all teachers involved in writing instruction, this booklet serves as an inservice guide, focuses on writing as crafting and authoring, and examines components of instruction in writing as a process. The booklet discusses the following topics: (1) the public face of writing in schools, (2) the writing process, (3) the use of models for writing, (4) the writing environment, (5) the role of grammar and mechanics, (6) writing evaluation, (7) writing and special learners, (8) writing across the curriculum, (9) standards for writing programs, and (10) national and local efforts to improve writing programs. (HTH)

Ohde, Roger R.

A Study of the Successes and Failures of Flexible Modular Scheduling in Selected Schools in the State of Iowa.

PUB DATE- Jul 77
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTIONS- Academic Achievement; *Discipline Problems; Educational Facilities Design; *Flexible Scheduling; Grouping (Instructional Purposes); *High Schools; *Independent Study; Individualized Instruction; *Program Implementation; Public Schools; School Surveys; Secondary Education; Student Motivation; Time Blocks
IDENTIFIERS- *Iowa

This dissertation examines various characteristics of 79 Iowa public high schools reporting success or failure in the use of flexible modular scheduling (FMS), based on questionnaire responses. FMS schools were defined as having a daily schedule of more than 14 modules and using either variable class times, large group, small group, or independent study patterns of instruction. Principals completed a questionnaire addressing nine characteristics of FMS and soliciting school information. The following tendencies were found more often in successful FMS schools: higher percentages of graduates going on to postsecondary programs; design or modification of facilities for FMS; emphasis on inservice staff training; community involvement before FMS adoption; modification of teaching methodology; independent study considered an important part of the program; decreased classroom discipline problems and a smaller increase in discipline problems outside the classroom; modification of ongoing FMS program; when evaluated, slightly higher student achievement; slightly more spending for supplemental resource materials. The major adjustment successful schools made was a reduction of unstructured student time. Both groups generally agreed on the main advantages and disadvantages of FMS, citing students' misuse of unstructured time as the chief disadvantage. Recommendations are offered for FMS implementation and for further study. (MJL)

ED 235 598 EC 152 550

Gajar, Anna; And Others

The Learning Disabled University Student: A Synopsis of Applied Research.

PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)
DESCRIPTIONS- Clinical Diagnosis; *College Students; Handicap Identification; *Intervention; *Learning Disabilities; Program Descriptions; *Second Language Learning; *Written Language
IDENTIFIERS- Pennsylvania State University

The paper summarizes four presentations made by members of the Pennsylvania State University Program for Learning Disabled (LD) students. An initial section considers the definition of LD and reviews a study on diagnosing LD in 12 undergraduates. The existence of a foreign language disability in students with good attitudes toward learning a foreign language, but who have repeatedly failed foreign language courses, is discussed, and analysis of scores on the Modern Language Aptitude Test are analyzed. A study to develop norms for evaluating written expression is described. Intervention programing is said to include procedures based on behavioral theories as well as availability of special equipment on a long term basis. Intervention is programed according to the amount of structure needed by the student. (CL)

ED 235 613 EC 160 465

Thomas, Davis; Swann, Will
Special Needs in Education (E241): Family Views, Unit 3.
Open Univ., Walton, Bletchley, Bucks (England).
REPORT NO.- ISBN-0-335-13121-2
PUB DATE- 82
AVAILABLE FROM- Open University Educational Enterprises, Ltd., 12 Cofferidge Close, Stony Stratford, Milton Keynes, MK11 1BY England (no price quoted).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- Course Content; Elementary Secondary Education; Family Financial Resources; *Family Problems; *Family Relationship; *Parent Attitudes; *Parent Participation; *Parent School Relationship; *Parent Teacher Cooperation; *Severe Disabilities
IDENTIFIERS- United Kingdom

The fourth of 16 booklets designed for use in an Open University course about education for handicapped children in the United Kingdom, this document focuses on family life, particularly in families with severely handicapped children. Parents' reactions to the initial diagnosis of their child's handicapping condition are discussed, as well as the practical problems and social isolation facing families with handicapped children, and subsequent stresses within the family system. Family resources, including practical and financial help, short term care, advisory and teaching services, and self-help groups for parents are described. Parent-school relationships are explored, as are areas of responsibility between parents and professionals. Reading assignments and activities are offered throughout. (CL)

ED 235 629 EC 160 486

Holovet, Jennifer, Ed.; Guess, Doug, Ed.
The KICS Model: Evaluation Studies.

Kansas Univ., Lawrence. Dept. of Special Education.; Topeka Unified School District 501, Kans.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Innovation and Development.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC16 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Data Collection; *Drills (Practice); Elementary Secondary Education; *Generalization; Grouping (Instructional Purposes); Individualized Instruction; Models; Program Effectiveness; Program Evaluation; Recordkeeping; *Severe Disabilities
IDENTIFIERS- *Kansas Individualized Curriculum Sequencing

The manual presents 12 papers summarizing research on the effectiveness of the Kansas Individualized Curriculum Sequencing (KICS) model for severely handicapped students. The first three papers examine the effects of distributed practice schedules on the learning, generalization and initiation of students. The use of distributed practice, an important element in the KICS model, was supported by the three studies. Two succeeding papers explore the effects of the model on initiation and generalization. Little difference was found in the response initiation variable between KICS and massed trial training, while multiple exemplar training (as evidenced in KICS) was found to produce generalization across items requiring similar response topographics. The third set of studies supports the effectiveness of group instruction for students with severe and multiple needs. Studies featured structured interaction between students, examination of incidental learning, and effects of group arrangements on vocational workshop tasks. Data recording systems are addressed by three studies which emphasized the need for frequent, although not necessarily daily, recording. A final paper investigates the effects of allowing severely handicapped adolescents to make limited choices of educational activities. (CL)

ED 235 662 EC 160 821

Carlson, Faith; Simpson, Mary Margaret, Ed.
Prattle and Play: Equipment Recipes for Nonspeech Communication.
Nebraska Univ. Medical Center, Omaha. Meyer Children's Rehabilitation Inst.
PUB DATE- 82
AVAILABLE FROM- Media Resource Center, Meyer Children's Rehabilitation Institute, University of Nebraska Medical Center, 444 S. 44th St., Omaha, NE 68131 ($5.00).
LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Communication Aids (for Disabled); *Communication Disorders; Equipment; *Nonverbal Communication; Play; Toys

The book describes techniques for helping nonspeaking individuals to communicate. The first section focuses on equipment, presenting information on materials and instructions for constructing such equipment as communication boards for children who need a looking response; boards or trays for children with motor control problems; brief-case-style boards for children with good pointing responses; acrylic and cloth symbol blocks, stuffed animals, and clothing to familiarize children with commonly used symbols; and boards that allow motorically handicapped children to play. The second section illustrates adaptations that allow communication devices to be individualized to meet children's specific needs. (CL)

ED 235 679 FL 013 970

Leibowitz, Arnold H.

Federal Recognition of the Rights of Minority Language Groups.

InterAmerica Research Associates, Rosslyn, Va.; National Clearinghouse for Bilingual Education, Arlington, Va.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.; Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.

REPORT NO.- ISBN-0-89763-068-8

PUB DATE- 82

CONTRACT- NIE-400-80-0040

AVAILABLE FROM- National Clearinghouse for Bilingual Education, 1555 Wilson Blvd., Rosslyn, VA 22209 ($20.00)

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Legal/Legislative/Regulatory Materials (090) Books (010)

DESCRIPTIONS- Access to Education; *Civil Rights; *Court Litigation; Equal Protection; *Federal Government; Government Role; *Minority Groups

Federal laws, policies, and court decisions pertaining to the civil rights of minority language groups are reviewed, with an emphasis on political, legal, economic, and educational access. Areas in which progress has been made and those in which access is still limited are identified. It is argued that a continuing federal role is necessary to help remove remaining barriers for minority language citizens. Recommendations are made for coordinating government involvement in the process of assuring equal access. The texts of 18 judicial decisions bearing on access are appended. (RW)

Keimig, Ruth Talbott

Raising Academic Standards: A Guide to Learning Improvement.
ASHE-ERIC Higher Education Research Reports, No. 4. Executive Summary
Association for the Study of Higher Education.; ERIC Clearinghouse on Higher Education, Washington, D.C.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 83
CONTRACT- 400-82-0011
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTIONS- *Academic Achievement; Academic Standards; Change Strategies; Decision Making; Educational Change; Educational Improvement; Educational Research; *Improvement Programs; Literature Reviews; Postsecondary Education; Program Design; *Program Development; Research Utilization; *Student Improvement
IDENTIFIERS- PF Project

Improving the quality of learning is basic to raising academic standards. Research on postsecondary learning improvement has provided a base of practical knowledge to guide faculty and planners. Successful learning improvement programs share two essential characteristics: they are more comprehensive in the range of students' needs met, and they are better institutionalized into the academic mainstream. The four basic types of programs, in ascending order of effectiveness, are: (1) isolated remedial skills courses; (2) learning assistance to individual students; (3) course-related supplementary learning activities; and (4) comprehensive learning systems in academic courses. There are 26 critical variables for learning improvement related to goals and rationale, instructional methods and content, staff, and program evaluation. Obtaining an interdependence of learning improvement and instructional change is the purpose of the Decision Guide for Effective Programs. The Decision Guide offers greater control over educational processes and outcomes through more effective techniques of management, delivery, and evaluation. This document includes a four-item bibliography, and an order form for the full report upon which this summary is based and for a related research report, both available from the Association for Study of Higher Education. The Decision Guide is part of the full report. (DC)

ED 235 724 HE 016 699

Rickes, Persis C.; Presley, Jennifer B.
Student Migration Into and Out of Connecticut: An Update. BHE Research Report, R-4-83.
Connecticut State Board of Higher Education, Hartford.
PUB DATE- Sep 83
AVAILABLE FROM- Connecticut Board of Higher Education, 61 Woodland Street, Hartford, CT 06105.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTIONS- *College Choice; *College Students; Comparative Analysis; *Geographic Distribution; Graduate Students; Higher Education; In State Students; *Out of State Students; Place of Residence; Professional Education; *School Location; *Student Mobility; Undergraduate Students
IDENTIFIERS- *Connecticut

Information on the migration patterns of Connecticut undergraduate and graduate students, undergraduate transfer students, first-professional students, and unclassified students in fall 1981 are examined. In addition, comparative data for fall 1979 are provided. Findings include the following: in fall 1981, 28.5 percent of Connecticut residents who registered in colleges as first-time students at all levels enrolled in out-of-state institutions; 11,790 more first-time students left Connecticut than migrated into the state in 1981; first-professional students are most likely to pursue their studies outside of Connecticut; Massachusetts attracts the most students migrating out of Connecticut, followed by New York; 28.3 percent of all Connecticut first-time freshmen enrolled out of state; the number of first-time freshmen migrating into Connecticut rose 13.4 from 4,900 in 1979 to 5,557 in 1981, and the largest number came from New York, followed by Massachusetts; and the proportion of Connecticut high school graduates continuing immediately into higher education has increased to 60.7 percent in 1982 after dropping through the 1970s; of these students, the proportion choosing Connecticut institutions declined to 49.5 percent in 1980 and has since increased to 51.9 percent in 1982. (SW)

ED 235 319 CE 037 068

Leff, H. Stephen; Turner, Ralph R.
Resource Allocation Modelling in Vocational Rehabilitation: A Prototype Developed with the Michigan and Rhode Island VR Agencies.
Abt Associates, Inc., Cambridge, Mass.; Berkeley Planning Associates, Calif.
SPONS. AGENCY- Rehabilitation Services Administration (ED), Washington, DC.
PUB DATE- Sep 82
CONTRACT- 300-81-0435
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Adult Vocational Education; *Cost Effectiveness; Development; Efficiency; Evaluation; *Linear Programing; *Management Systems; Models; *Resource Allocation; State Agencies; *Vocational Rehabilitation

This report focuses on the use of linear programming models to address the issues of how vocational rehabilitation (VR) resources should be allocated in order to maximize program efficiency within given resource constraints. A general introduction to linear programming models is first presented that describes the major types of models available, their primary function, and how to evaluate them. The steps in the process of model building are then outlined. Following a general introduction to the vocational rehabilitation system, specific steps in the development of Rehabilitation Allocation Model (RAM-1), a prototypical linear programming model, are presented. Eight charts, including five flow charts, are provided. Appendix A lists five selected references on modeling and its application to human services. Appendix B contains a mathematical formulation of a linear programming model for multiperiod resource planning in a community support system. (YLB)

ED 235 334 CE 037 120

Pre-Employment Laboratory Training. General Agricultural Mechanics Volume I. Instructional Materials.

Texas A and M Univ., College Station. Vocational Instructional Services.

PUB DATE- 79

LANGUAGE- English

EDRS Price - MF02 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTIONS- *Agricultural Education; *Agricultural Engineering; *Agricultural Machinery; Air Conditioning Equipment; Auto Mechanics; Electrical Systems; Engines; *Equipment Maintenance; Equipment Utilization; Fuels; Hydraulics; Instructional Materials; Job Skills; Learning Activities; Lesson Plans; Lubricants; *Mechanical Skills; Painting (Industrial Arts); Secondary Education; State Curriculum Guides; *Vocational Education; Welding

IDENTIFIERS- Texas

This course outline, the first volume of a two-volume set, consists of lesson plans for pre-employment laboratory training in general agricultural mechanics. Covered in the 12 lessons included in this volume are selecting tractors and engines, diagnosing engine conditions, servicing electrical systems, servicing cooling systems, servicing fuel and air systems, selecting and using lubricants and filters, servicing air conditioning systems, general servicing, painting power units and farm machinery, servicing and repairing small gasoline engines, setting up and maintaining farm machinery and equipment, and operating welding equipment. Each unit contains suggested procedures and activities, an instructional outline, transparency masters, and a list of references. (MN)

Adult Cuban Immigrant Project. Appendixes A-H.
Orange County Public Schools, Orlando, Fla.

SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Jun 83
CONTRACT- 300-81-1444
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - Descriptive (Program/Project Descriptions) (141) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTIONS- *Adult Basic Education; Competency Based Education; Coping; Course Descriptions; *Cubans; Daily Living Skills; Diagnostic Teaching; *English (Second Language); Guidelines; *Immigrants; Instructional Materials; Job Search Methods; Learning Activities; Pretests Posttests; *Prevocational Education; Publicity; Records (Forms); Student Evaluation; Volunteer Training
IDENTIFIERS- *Adult Cuban Immigrant Project; Orange County Public Schools FL

This set of eight appendixes consists of the products that were developed during the Adult Cuban Immigrant Project. (The Adult Cuban Immigrant Project is a prevocational English-as-a-second-language program designed to help students learn English in the context of life-coping skills and job-searching skills.) Included in the individual appendixes are the following materials: forms for use in classroom record keeping and student evaluation; volunteer training materials; follow-up forms and a six-month outreach plan; interview forms, skill and interest inventories, and a sample individual educational plan; course outlines, lists of skills, and a vocational vocabulary list; project publicity materials; pretests and posttests and sample presentation materials; and a teacher-training sheet. (MN)

ED 235 424 CG 016 958

Kerkar, Shanta P.; Howell, William C.
The Effect of Information Display Format on Decision Strategies.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Cognitive Processes; *Cues; *Decision Making; *Evaluative Thinking; Graphs; Numbers; Task Analysis
IDENTIFIERS- Cognitive Continuum Theory (Hammond)

Hammond's Cognitive Continuum theory posits that certain task features induce distinct processing modes (e.g., intuitive or analytic) and thus result in qualitatively different decision performance. Although the theory suggests the relation between task features and performance characteristics a priori, the validity of these predictions requires empirical verification. The main thrust of the present research was therefore to determine whether one such variable--display format--affects the way subjects process multiple predictive cues. Subjects were required to judge the suitability of hypothetical applicants for a clearly specified job based on information about each applicant's intelligence, motivation, skill, and experience. These predictive cues were displayed either as numerical cues or as positions on graphical scales. Using the policy capturing approach, an estimation of the subjects' weighting strategy under the numerical and graphical display conditions was obtained. Subjects' cue utilization (i.e., weighting of the four cues) was significantly affected by display format. Specifically, subjects tended to use all four cues when presented in graphic form, but only selected ones when displayed numerically. Implications of these findings are discussed within the framework of Hammond's Cognitive Continuum theory. (Author)

Junior-Senior Guide, 1983-84. Northern California High School.
San Mateo County Office of Education, Redwood City, CA. Curricular/Pupil Personnel Services Program.
PUB DATE- Sep 83
AVAILABLE FROM- San Mateo County Office of Education, Curricular/Pupil Personnel Program, 333 Main St., Redwood City, CA 94063 ($0.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Career Guidance; *Career Planning; *College Applicants; College Choice; *Employment; Guidelines; High Schools; High School Seniors; High School Students; Job Search Methods; Resource Materials; *Student Financial Aid
IDENTIFIERS- California; PF Project

Intended as a resource guide for northern California high school juniors and seniors, this publication contains information on career training, employment, college planning, and financial aid for college. Included in career training are topics such as self-assessment of personal strengths and interests, types of jobs available, special schools and job training programs, the armed forces, and alternative high school diplomas and certificates. Topics covered under employment are job search skills, job interviews, and summer jobs. The section on college planning provides planning calendars for juniors and seniors as well as information on choosing a college, taking college entrance tests, applying to California community colleges and state universities, and applying to private colleges. The final section on financial aid provides a checklist, college cost estimates, eligibility information, publications, and types and sources of financial aid. A vocabulary list of words related to these topics is appended. Although some of the information is pertinent only to California students, much of it is of a general nature. (DC)

ED 235 486 CS 207 560

Hanzelka, Richard; And Others
Pleasant Valley K-6 Writing Guidelines and A Writing Process Model.
Mississippi Bend Area Educational Agency, Davenport, Iowa.
PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Elementary Education; Guidelines; Models; Prewriting; Revision (Written Composition); Writing (Composition); Writing Evaluation; *Writing Instruction; *Writing Processes; Writing Skills
IDENTIFIERS- PF Project; Writing Across the Curriculum; *Writing Assessment; Writing Programs

Suitable for grades K-6, the paper presents guidelines for evaluating various levels of writing ability. Also presented are a description of a four-phase writing process model and a list of components necessary for a good writing program. Characteristics of superior, typical, and weak writing are presented on a continuum according to the student's ability to: (1) present ideas with understanding and individuality; (2) show an organization appropriate to the purpose, subject, and audience; (3) demonstrate the ability to use a variety of grammatical sentence patterns; (4) reveal language choices appropriate to the purpose, topic, and audience; and (5) display the conventions of standard written English. The writing process model presents methods and suggestions for developing four phases of writing skills: prewriting skills, drafting skills (writing/composing), skills for editing for form and structure (revising/rewriting), and publishing skills (polishing for mechanics). The final section presents a list of components considered essential to a good writing program, such as creating a supportive classroom climate, using a sensible district-wide model of the writing process, and including writing as an everyday activity in all subject areas. (LH)

ED 235 519 CS 504 316

Masterson, John T.; Biggers, J. Thompson

Emotion Eliciting Qualities of Television Campaign Advertising as a Predictor of Voting Behavior.

PUB DATE- Apr 83

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTIONS- Affective Measures; Behavior Patterns; *Emotional Response; Higher Education; *Mass Media Effects; Media Research; *Persuasive Discourse; *Political Attitudes; Political Issues; Public Opinion; *Television Commercials; *Voting

IDENTIFIERS- *Political Campaigns; Political Candidates

Defining emotional responses as the interaction of three primary emotions occurring along pleasure-displeasure, arousal-nonarousal, and dominance-submissiveness continua, a study hypothesized that (1) a systematic relationship exists between the emotions elicited by the candidate and voting behavior, and that (2) the emotions elicited by television commercials should alter the viewers' feelings about candidates on election day. Students in a political communication class contacted a sample of voters (nonuniversity personnel) and asked them to describe their emotions when thinking about one of the candidates. In addition, six samples of university students each viewed three commercials used by one of the candidates and then filled out an emotional response scale. Finally, at the polling place, 39 voters also filled out this scale for one of the candidates. Results, while inconclusive, indicated that the pattern of emotions elicited by the candidate are fairly stable and it is only their intensity that varies. Furthermore, it seems that the emotions elicited by television commercials did not significantly influence the overall feeling toward the candidate or change voting behavior.

ED 235 553 EA 016 112

Liebes, Sherry
An Aging Teacher Corps: How Should School Systems Respond?
PUB DATE- 5 Apr 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Administrators; Aging (Individuals); Career Counseling; Elementary Secondary Education; Inservice Teacher Education; *Midlife Transitions; Needs Assessment; School Districts; *Staff Development; *Teacher Burnout; *Teacher Morale; *Teacher Motivation; Teachers

The teaching corps is undergoing a transformation as the teaching population ages. In the past, "burned-out" teachers could be transferred or could change professions. The economics of the 1980's leaves dissatisfied teachers with no alternative but to remain in teaching. This paper examines ways to help administrators and teachers cope with this problem. Analysis of survey data gathered from 4,800 professional employees of a large suburban school district suggests that experienced teachers, whether aged 30 or 50, will experience a midlife professional crisis. The determining factor is the number of years teaching, not chronological age. Administrators should respond in a two-pronged way: (1) short term initiatives centering on career counseling and (2) a longer term plan involving school-based staff development. Teachers in career-related crises must receive immediate job support, including individual conferences, assessment of their needs, and an analysis of their teacher-job-environment match. School districts must also devise a systemwide response to the problem. The school-based staff development program of the Prince George's County Public Schools is presented as a model. Important aspects of this program include teacher involvement in identifying needs and commitment to staff development by the central and local administrative staff. Implementing school-based staff development programs combined with immediate short term intervention helps administrators deal with an aging teacher corps before the skills and talents of these teachers are lost. The four appendixes include a survey instrument, staff development program forms, and a list of intervention strategies. (MD)

ED 235 646 EC 160 803

The SpecialWare Directory: A Guide to Software Sources for Special Education. First Edition.

LINC Resources, Inc., Columbus, Ohio.

PUB DATE- 83

AVAILABLE FROM- The Council for Exceptional Children, Publication Sales, 1920 Association Dr., Reston, VA 22091 ($13.95, Publication No. 274).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reference Materials - Directories/Catalogs (132)

DESCRIPTIONS- *Computer Assisted Instruction; Computer Managed Instruction; *Computer Programs; *Disabilities; Elementary Secondary Education; Instructional Materials; *Special Education

The directory lists and describes commercially produced software/courseware useful for special education. Companies are listed in alphabetical order and each entry includes basic directory information (company name, address, telephone number, and contact person); company information (type, hardware, level, handicapping condition for which the software is appropriate, approach, curriculum, and distribution policy); and product information (individual software titles, curriculum area, level, audience, approach, format, hardware, and a brief description). Products are identified as designed specifically for special education, suitable for special education, and applicable to special education with modifications. Materials are indexed according to six classifications: handicap/special audience, hardware, educational level, professional level, instructional approach, curriculum, and product titles. (CL)

ED 235 378 CE 037 296

Cunico, Gerald
Communications. New Mexico Industrial Education Curriculum Guide.
New Mexico State Dept. of Education; Santa Fe. Div. of Vocational Education.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF02/PC22 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Classroom Techniques; *Communications; Course Content; Course Descriptions; Curriculum Development; Drafting; Graphic Arts; *Industrial Arts; *Learning Activities; Photocomposition; Photographic Equipment; Photography; Printing; Secondary Education; *State Curriculum Guides; *Teaching Methods; Telecommunications; Units of Study; Visual Arts
IDENTIFIERS- *New Mexico

This curriculum guide is designed to assist teachers in junior high and high schools in New Mexico to improve the quality of instruction and to prepare a new curriculum in communications that is consistent with current thinking in industrial arts education. This communications curriculum is designed for one year or 180 hours of instruction, with each of the four sections (telecommunications, visual communications in drafting, graphic communications in printing, and photography) to be implemented on a nine-week basis. Each of the four sections is divided into a course outline and units of instruction. The units of instruction are arranged in the following format: unit description, objectives, content outline, teacher activities, student activities, references/resources, information sheets, transparency masters, teacher demonstration sheets, student assignment sheets, student activity sheets, unit examinations, answers to examinations, and lists of equipment/supplies needed. The objectives found at the beginning of each unit are measured by the student activities or by examinations. Answers are provided for all of the assignments and examinations. A rationale and possible outcomes for the course are also provided in the guide. (KC)

ED 235 439 CG 016 974

Hopper, Columbus B.; McCance, Kathleen
The Forgotten Sufferers: Children of Inmates.
PUB DATE- 17 Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Adolescents; Behavior Problems; *Childhood Needs; Child Rearing; Children; *Child Welfare; *Correctional Institutions; Elementary Secondary Education; Family Problems; *Parent Child Relationship; *Prisoners; State of the Art Reviews

An often overlooked problem in corrections is the way children are influenced by their parents' incarceration. Although in the past prisons were more tolerant of parent-child relationships, since the 1970's until recently, the prevailing philosophy has been to keep children separated from their incarcerated parents. Because of the shift from extended to nuclear family structures, which reduces opportunities for child care continuity, such separations pose many problems. Frequently, the incarcerated parent is the family's primary bread winner, and the family may suffer financial hardship, as well as loss of emotional support. The stigma attached to imprisonment means that the loss of the incarcerated parent elicits little sympathy and does not draw family members closer together. Further, children are affected by the stigma whether or not their parents tell them the truth about the imprisonment. Children are often reluctant to discuss the incarcerated parent's whereabouts with anyone, leading to isolation from peers. Regardless of the sex of the incarcerated parent, inmates report behavior problems in their children. While privileges vary widely from one institution to another, a few innovative programs are being initiated, generally focusing on mother-child relations. These programs may help eradicate the negative effects of parental imprisonment. (WAS)

ED 235 536 CS 504 396

Cochran, Daniel S.; Gibson, C. Kendrick
Communication Strategies for Developing Trust in the Salesperson/Prospect Exchange.
PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- *Communication (Thought Transfer); *Communication Skills; *Credibility; *Interaction Process Analysis; *Interpersonal Communication; Interpersonal Competence; Job Skills; *Salesmanship; Sales Occupations; Sales Workers
IDENTIFIERS- *Salesperson Client Relationship

A review of literature in the sales area reveals that the communication process between salespeople and their customers is a complex one offering a wide range of relationships. To develop a feeling of trust between the two parties, salespeople can use practical communication skills emphasizing their expertness, reliability, and dynamism. Sales managers, too, can help develop trust by training salespeople to be effective communicators. Trust is relevant to contingency approaches in sales and promotes customers' willingness to satisfy their needs with the help of salespeople. (FL)

ED 235 569 EA 016 129

Elmore, Richard F.
Education and Federalism: Doctrinal, Functional, and Strategic Views.
Stanford Univ., Calif. Inst. for Research on Educational Finance and Governance.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- IFG-PR-83-A13
PUB DATE- May 83
GRANT- OB-NIE-G-80-0111
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Block Grants; Constitutional History; Educational Finance; *Educational Policy; Elementary Secondary Education; Federal Aid; *Federal Government; Federal Regulation; Federal State Relationship; *Government Role; *Government School Relationship; Political Power; *Politics of Education; Public Education
IDENTIFIERS- *Federalism; Intergovernmental Relations

A number of basic questions exist about the nature of the federal system, about the role education plays in that system, and about how that role should be expressed in policy. This paper examines the doctrinal, functional, and strategic meanings of the term "federalism." The author argues, first, that there is no doctrinal support for the notion that education is exclusively a state function, or that the federal government has overreached its authority by becoming involved in education. The federal structure has divided and dispersed power, precisely what it was designed to do. Secondly, functional interdependence is the central fact of federal-state-local relations in education and occurred because interdependence was necessary in order to ensure that federal purposes were carried out and that the purposes of state and local government would be taken into account by the federal government. Thirdly, the past errors of federal education policy have been errors of strategy, not errors of doctrine. Strategy errors include allowing the number of categorical programs to increase, allowing the rules and restrictions accompanying them to multiply, and allowing an adversarial relationship to develop between levels of government. (Author/MLF)

ED 235 306   CE 036 991

Seeber, Suzanne R.
Microcomputers in Vocational Education.
Kansas State Univ., Manhattan. Dept. of Curriculum and Instruction.
SPONS. AGENCY- Kansas State Dept. of Education, Topeka. Div. of Vocational Education.
PUB DATE- Jun 83
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131) Reference Materials - Vocabularies/Classifications (134)
DESCRIPTIONS- Agricultural Education; Allied Health Occupations Education; Annotated Bibliographies; Basic Skills; Business Education; *Computer Assisted Instruction; *Computer Managed Instruction; *Computer Oriented Programs; *Computer Programs; Distributive Education; Educational Media; Educational Trends; Futures (of Society); Home Economics Education; Marketing; *Microcomputers; Occupational Home Economics; Office Occupations Education; Postsecondary Education; Resources; School Counseling; Secondary Education; State Programs; Trade and Industrial Education; *Vocational Education
IDENTIFIERS- *Kansas

This volume consists of resource listings and summaries of the status of the use of microcomputers in the various disciplines of vocational education in secondary and postsecondary level programs throughout Kansas. Provided in the first part of the document are discussions of the use of microcomputers in agricultural, vocational business, health-related, home economics, marketing and distributive, trade and industrial, and vocational counseling, basic skills, and general education. Each summary contains a narrative description of the current and projected uses of microcomputers in the given vocational education area as well as a listing of microcomputer software that is currently available and in use in each program area. The second part of the volume consists of a listing of software sources addresses and an annotated bibliography of works dealing with each of the topics in the first part. (MN)

ED 235 393 CE 037 344

Beville, Sylvia L.; Nickerson, Carol
Improving the Quality of Youth Work: A Strategy for Delinquency Prevention.
Center for Action Research, Inc., Boulder, Colo.; Westinghouse National Issues Center, Columbia, MD..
SPONS. AGENCY- Office of Juvenile Justice and Delinquent Prevention (Dept. of Justice), Washington, D.C.
PUB DATE- May 81
CONTRACT- J-LEAA-004-8
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Adolescents; Change Strategies; *Delinquency Prevention; *Employment Programs; Job Placement; Program Descriptions; *Program Design; Work Experience; *Work Experience Programs; *Youth Employment; *Youth Programs

This paper reports on an experiment to test youth employment as a tactic for delinquency prevention. Features of jobs that should cause young people to develop a stake in doing well are described. Three elements of the bond to work that enable the work experience to reduce delinquency are identified: commitment, attachment, and belief. Various organizational arrangements are suggested that support youth investment in work, including the design of the job, recruitment and hiring procedures, training, instruction, evaluation, and feedback methods. Supportive services that will increase the probability that the jobs will be viewed positively by youth and adults are detailed. The form an experiment in youth employment might take is then described. Topics include the characteristics of these programs that distinguish them from typical youth employment programs; the various forms that these projects might take; the components of the youth employment system, the interests and concerns of each of the members, and tactics that might be used to draw others into the venture; and elements that appear to be important to the success or failure of change efforts. (YLB)

ED 235 409 CG 016 942

Jacobsen, Rebecca H.; Calhoun, James F.
Causal Attributions and Person Perceptions of Repressors and Sensitizers.
PUB DATE- 25 Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Attitude Change; *Attribution Theory; *Battered Women; Bias; College Students; Counseling Techniques; Empathy; Group Discussion; Higher Education; *Individual Differences; Interpersonal Attraction; Negative Attitudes; Observation; *Personality Traits; Role Playing
IDENTIFIERS- *Person Perception; *Repression Sensitization Dimension

Previous research suggests that observers of spouse abuse are likely to arrive at overly dispositional causal explanations for the abusive behavior, and reject both the abusing spouse and his victim. As part of a study examining observers' perceptions of a spouse abuse incident under varying conditions, 160 college students read a vignette about spouse abuse in which the abusers either made a sincere apology and sought help, or only left a brief note. In addition, the Repression-Sensitization Scale was used to study personality differences in subjects' responses. After reading the story, subjects completed a questionnaire about their causal attributions. Pairs of subjects then either role played the abuser and victim, or engaged in a group discussion of the incident, and completed the same questionnaire plus the Repression-Sensitization Scale. While sensitizers were expected to reject both the abuser and the victim, results showed they rejected the abuser less than did repressors, and tended to derogate him less as well. There was no difference between sensitizers and repressors in their attributions of psychological disturbance to the abuser, or in their derogation or rejection of the victim. The results suggest that differences between repressors' and sensitizers' views may disappear or even become reversed when evaluating a highly negative target. (JAC)

ED 235 503 CS 207 898

Koeppel, Mary Sue
The Writing Lab in the Two-Year Technical Institute.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Educational Needs; Higher Education; *Individualized Instruction; Program Descriptions; Remedial Programs; Teaching Methods; Technical Institutes; Two Year Colleges; Writing Evaluation; Writing Improvement; *Writing Instruction
IDENTIFIERS- *Writing Laboratories

The writing lab at a Florida two-year technical institute is designed to help students fulfill the writing requirements for their technical degree programs. In the lab, developmental students take composition courses that may be substituted for traditionally required composition courses in their programs. Some students take additional writing courses for elective credits, while others receive assistance with specific writing projects on a drop-in basis. The lab staff consists of one full-time lab assistant and two teachers. There are no tutors, since most two-year students do not have the academic skills to tutor and will not be attending the institute long enough to warrant training in tutoring. The lab's primary materials are approximately 2,000 texts, as well as audiovisual materials spanning a variety of writing styles, objectives, and reading levels. Each student using the lab receives an individual diagnosis of writing competencies and needs and an individual program of study. Students' assignments concentrate on the mastery of only a small writing skill, and students must master one before moving to another. This individualized instruction, although both costly and demanding for teachers, is most effective in the lab. (HTH)

Building Quality Restoration Program, 1979-1983. Revised.
Alberta Dept. of education, Edmonton. School Buildings Administration.
PUB DATE- Jan 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Boards of Education; *Educational Facilities Improvement; Elementary Secondary Education; Energy Conservation; Facility Requirements; Foreign Countries; Government Role; Guidelines; Records (Forms); *School Buildings; *State Aid; *State Departments of Education; State School District Relationship
IDENTIFIERS- *Alberta

The Alberta Department of Education administers a Building Quality Restoration Program (BQRP) that provides provincial government financial support to assist school boards in the following categories of school improvement: structural, mechanical, electrical, code requirements, upgrading of vocational and industrial educational equipment, school modernization, vandalism (deterrents), site improvement, and other approved projects. Program guidelines describe the procedures required for support under this program and list the building elements, within the various categories, that are eligible for support and those that are not eligible. The appendixes contain outlines to assist in submissions for school modernization, sectional modernization, and aesthetic upgrading programs. A time chart, a funding approval flow chart, and various application forms are also provided. (MLF)

ED 235 599 EC 152 556

White, Marilyn R.; And Others
Computer Networking with Commercially Prepared Software.
PUB DATE- 7 Apr 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Computer Assisted Instruction; *Computer Programs; *Disabilities; Elementary Education; *Mathematics Instruction; Microcomputers; *Networks; Program Development; Student Attitudes

A federally funded project investigated a computer networking system in special education being implemented in Johnson County, Wyoming. The goals of the networking system project were: (1) to demonstrate a computer networking system as it applies to an educational setting; and (2) to conduct a research project to study the effects of computer assisted instruction (CAI) on mathematics achievement and attitudes toward mathematics and computer use. As a first step, teachers were familiarized with microcomputers through a variety of inservice approaches, including self instruction. A program was then developed to assist staff in locating CAI programs which taught specific math objectives. Students then participated in CAI coordinated with objectives from the Key Math Test. A networking system was designed to deliver CAI services through a disk sharing system and a central memory device. Use of the CAI approach in math was evaluated with 16 handicapped and 16 educationally disadvantaged elementary students. Preliminary results yielded no significant differences between performance of CAI and control groups on the Key Math Diagnostic Arithmetic Test and the Stanford Diagnostic Mathematics Test. Attitudes toward math and CAI were measured for 19 handicapped and 26 disadvantaged students (representing two elementary schools). Results of the Buffalo Questionnaires (a locally developed instrument) and the Mathematics Attitude Scale indicate that handicapped and disadvantaged students have similar attitudes toward mathematics and CAI may be effectively used with these populations without dehumanizing effects. (CL)

ED 235 614 EC 160 466

Tomlinson, Richard
Special Needs in Education (E241): Education for Adult Life? Unit 4.
Open Univ., Walton, Bletchley, Bucks (England).

REPORT NO.- ISBN-0-335-13122-0
PUB DATE- 82
AVAILABLE FROM- Open University Educational Enterprises, Ltd., 12 Cofferidge Close, Stony Stratford, Milton Keynes, MK11 1BY England (no price quoted).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- *Adults; *Disabilities; *Education Work Relationship; *Employment; *Employment Opportunities; Job Skills; Labor Market; *Postsecondary Education; Special Education; Vocational Adjustment; Vocational Education
IDENTIFIERS- United Kingdom

The fifth of 16 booklets designed for use in an Open University course in special education in the United Kingdom, this document focuses on life as a handicapped adult. Experiences of adults are presented to illustrate obstacles to becoming independent and overcoming low expectations. Programs within schools to prepare handicapped students for life after school are described, as are community work preparation courses and adult training centers, where clients learn specific job skills and more general work-related skills. Special programs in higher education are considered, and examples of curricula noted. Issues of responsibility for the post-schoool handicapped student are briefly examined. Information on employment addresses the prospect for jobs, the bureaucracy associated with the employment of disabled people and alternatives to competitive employment. Larger social questions of the alternatives to competitive employment. Larger social questions of the relationship of education to the labor market are considered. Suggested readings and activities are listed throughout. (CL)

ED 235 647 EC 160 804

Resource Catalogue: Comprehensive Services for Handicapped Children--Interagency Collaboration, Personnel Development, Program Evaluation and Monitoring, Policy Development and Administration. Third and Final Edition.

Mid-Atlantic Regional Resource Center, Washington, DC.; Network of Innovative Schools, Inc., Andover, Mass.; New England Regional Resource Center, Burlington, VT.

SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- Apr 82
CONTRACT- 300800718; 300800721
LANGUAGE- English
EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTIONS- *Agency Cooperation; *Compliance (Legal); *Coordination; Delivery Systems; *Disabilities; Elementary Secondary Education; *Program Evaluation; Resource Materials; *Staff Development

The catalogue presents information on resources related to the systematic delivery of comprehensive service to children with special needs as mandated by P.L. 94-142, the Education for All Handicapped Children Act. Four aspects of service delivery are focused upon: interagency collaboration, personnel development, program evaluation, and compliance monitoring. The first section lists the descriptors (subject matter, target audiences, and physical format) assigned to materials in the catalogue. The next four sections present document summaries of resources with information on author, title, publisher, publication date, funding institution, availability, language, physical format, pagination, cost, target audience, subject descriptors, and a brief overview. Materials are indexed by title and by subject descriptor. (CL)

ED 235 663 EC 160 822

Rood, Lois
The Unsheltered Workshop: A Guide to Work Stations in Industry.
Nebraska Univ. Medical Center, Omaha. Meyer Children's Rehabilitation Inst.
PUB DATE- 83
AVAILABLE FROM- Media Resource Center, Meyer Children's Rehabilitation Institute, University of Nebraska Medical Center, 444 S. 44th St., Omaha, NE 68131 ($12.00, manual; $75.00, complete package, includes slide/tape show; $21.00, rental of slide/tape show for 5 working days).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Disabilities; *Employment; Industry; Job Skills; Job Training; Models; *On the Job Training; Vocational Rehabilitation; Work Experience Programs
IDENTIFIERS- *Workstations

The manual describes a vocational training model using work stations within regular businesses or industry to help disabled persons adjust to employment. The work station in industry approach is explained to be more cost effective than sheltered workshops which limit the trainee as well as the agency and industry. Vocational goals are said to be developed through a combination of individual program planning and system planning. Agreements between the vocational agency and the industry in the work station approach are discussed and the responsibilities of each party are delineated. Profiles of successful work stations in a manufacturing plant, hospital, and hotel are presented. Starting a work station is viewed in terms of planning, procurement (identifying potential employers, proposing a trial period), and implementation. Management concerns, including organizational structure, personnel, funding, and evaluation are considered. The final section presents answers to frequently asked questions on such topics as costs, feasibility in small communities, and severe disabilites. Among appended materials are a sample employment contract and examples of staff job descriptions. (CL)

ED 235 680 FL 013 971

Escobedo, Theresa Herrera, Ed.
Early Childhood Bilingual Education: A Hispanic Perspective.
REPORT NO.- ISBN-0-8077-2721-0
PUB DATE- Sep 83
AVAILABLE FROM- Teachers College Press, Columbia University, New York, NY 10027 ($19.95)
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020) Books (010)
DESCRIPTIONS- *Bilingual Education; *Bilingualism; Child Language; Code Switching (Language); Cognitive Style; Cultural Differences; *Early Childhood Education; Ethnic Bias; Field Dependence Independence; Language Acquisition; Mathematics Instruction; *Mexican Americans; Reading Instruction; Teaching Methods

A collection of 14 articles about bilingual education for Hispanic children emphasizes early childhood education. The articles explore language acquisition and development, the impact of culture on learning, and classroom strategies. Among the topics are discussed are: child bilingualism, code switching, cultural influences on cognitive style, curriculum bias, field dependence and independence of Mexican American children, mathematics instruction for young bilingual children, bilingual reading instruction in the primary grades, the Spanish reading process and Spanish-speaking Mexican American children, cognitive style and Mexican American children's perceptions of reading, and the oral reading miscues of field-dependent/independent Mexican American children. (RW)

ED 235 711 HE 016 662

Rehnke, Mary Ann
Women in Higher Education Administration: A Brief Guide for Conference Planners.
Northern Kentucky Univ., Highland Heights.
SPONS. AGENCY- Women's Educational Equity Act Program (ED), Washington, DC.
PUB DATE- 82
AVAILABLE FROM- WEEA Publishing Center, 1982 Education Development Center, Inc., 55 Chapel Street, Newton, MA 02160
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- *Administrators; Career Ladders; Check Lists; *College Administration; *Conferences; Discussion Groups; *Females; Higher Education; Objectives; Participant Characteristics; *Planning; *Program Development; Program Evaluation; Promotion (Occupational); Resource Materials

A practical guide and checklists for planning a conference concerning strategies for the advancement of women in higher education administration are presented. The guide is based on the planning of two conferences in Kentucky. Checklists are provided for each of the following 15 planning/implementation steps: determine the size and characteristics of your audience, select the conference site, select a conference date, determine the needs of the audience, develop objectives, develop specific program topics, select conference speakers and make arrangements for audiovisual presentations, develop the budget, invite women administrators as participants, invite upper-level men administrators as participants, select small-group discussion leaders, make conference arrangements concrete, set the program in motion, evaluate the conference, and complete the conference circle. Additional materials include: a summary of questionnaire results concerning problems of Kentucky women administrators, a summary of a personal career path conference session, sample critical incidents involving women administrators, conference evaluation forms, sample materials for role players, sample vita, invitational letters, guidelines for small-group facilitators, conference programs, a guide for secretarial staff making conference arrangements, and a press release. (SW)

ED 235 725 HE 016 700

The Council for Higher Education, The Planning and Grants Committee, Annual Report No. 9, Academic Year 1981/82.

Israel Planning and Grants Committee, Jerusalem.

PUB DATE- May 83
AVAILABLE FROM- Council for Higher Education, Planning and Grants Committee, P.O.B. 4037 Jerusalem 91040, Israel.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Advisory Committees; *Agency Role; Annual Reports; Budgets; Educational Finance; *Foreign Countries; Government School Relationship; *Higher Education; *Resource Allocation
IDENTIFIERS- *Israel

The 1981-1982 annual report of the Planning and Grants Committee (PGC) of the Council for Higher Education is presented. An outline of PGC functions is provided that identifies the PGC as an independent body concerned with resource allocations that works with the government and national institutions along with higher education institutions. After a brief chairman's review, the director-general's report is presented, which covers PGC's organization and administration, the ordinary and development budgets, planning, the Council for Higher Education, institutions of higher education, government and national institutions, and foreign relations. Appendices include the following: a list of the 12 institutions funded by the PGC; the ordinary higher education budget, 1980-1981 and 1981-1982; the ordinary budget of universities, the ordinary budget of nonuniversity institutions of higher education; the development budget of the universities; enrollment data on university students by institution, 1969, 1970, 1981, and 1982; a list of publications; and a list of subcommittees. (SW)

ED 235 320 CE 037 069

Darling, Sharon; And Others
Organizing a Successful Adult Literacy Program.
Jefferson County Public Schools, Louisville, Ky.
PUB DATE- 83
AVAILABLE FROM- Jefferson County Adult Education, 4409 Preston Highway, Louisville, KY 40213 ($3.50).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Accountability; Administrator Guides; *Adult Basic Education; *Adult Literacy; *Adult Reading Programs; Adult Students; Community Support; Educational Needs; Educational Planning; Functional Literacy; Guidelines; Instructional Design; Instructional Development; Instructional Materials; *Literacy Education; Media Selection; Needs Assessment; *Program Administration; Program Descriptions; *Program Development; Program Evaluation; Program Implementation; School Holding Power; Staff Development; Student Characteristics; Student Evaluation; Student Placement; Student Recruitment; Volunteers
IDENTIFIERS- 310 Project; *Jefferson County Adult Reading Program KY

This administrator's guide, one in a series of works dealing with adult literacy education, surveys the essential components of adult literacy program development and management and details the related experience of the Jefferson County Adult Reading Program (JCARP) in Louisville, Kentucky. Addressed in the individual sections of the guide are the following topics: organizing for success (creating public awareness, assessing community needs, prioritizing needs, setting objectives, establishing a time line, and gathering community support); staff development and training (staffing structures and levels, the volunteer program, staff training, and staff retention and morale); student recruitment and retention (student characteristics, guidelines for successful recruitment of adult reading students, student intake and orientation, and student retention); instructional design (major movements in literacy instructional design, the JCARP instructional design, choosing instructional methods, JCARP materials, student evaluation and placement, and JCARP testing instruments); and accountability and evaluation. (MN)

ED 235 335 CE 037 121

Pre-Employment Laboratory Training. General Agricultural Mechanics Volume II. Instructional Materials.

Texas A and M Univ., College Station. Vocational Instructional Services.

PUB DATE- 79
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Agricultural Education; *Agricultural Engineering; *Agricultural Machinery; Air Conditioning Equipment; Auto Mechanics; Electrical Systems; Engines; *Equipment Maintenance; Equipment Utilization; Fuels; Hydraulics; Instructional Materials; Job Skills; Learning Activities; Lesson Plans; Lubricants; *Mechanical Skills; Painting (Industrial Arts); Secondary Education; State Curriculum Guides; *Vocational Education; Welding
IDENTIFIERS- Texas

This course outline, the second volume of a two-volume set, consists of lesson plans for pre-employment laboratory training in general agricultural mechanics. Covered in the eight lessons included in this volume are cold metal work, soldering, agricultural safety programs, farm shops, farm structures, farm and ranch electrification, soil and water management, and farm and ranch surveying. Each unit contains suggested procedures and activities, an instructional outline, transparency masters, and a list of references. (MN)

ED 235 350 CE 037 157

V.A. I Animal Science Technical Information.
Texas A and M Univ., College Station. Vocational Instructional Services.
SPONS. AGENCY- Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
PUB DATE- 80
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Agricultural Education; Agricultural Production; Animal Behavior; *Animal Husbandry; Animals; *Horses; Learning Modules; *Livestock; Postsecondary Education; Scripts; Secondary Education; Transparencies; Units of Study; *Vocational Education
IDENTIFIERS- Poultry; Texas

This packet contains two units of informational materials and transparency masters, with accompanying scripts, for teachers to use in an animal science course in vocational agriculture. Unit A on breeds and selection of livestock and poultry includes 13 topics covering beef cattle, dairy cattle, swine, horses, goats, sheep, and poultry. Unit B on handling livestock includes these six topics: handling and restraint of animals; castrating livestock; dehorning; branding, marking, ear notching, tagging and tattooing; docking sheep; and injection procedures. Each section contains information sheets, script for transparencies, references, and transparency masters. A glossary of terms completes the packet. (KC)

ED 235 365 CE 037 282

Horner, W.
Intro to Valve Guide Reconditioning. Automotive Mechanics. Valves. Instructor's Guide and Student Guide.
State Fair Community Coll., Sedalia, Mo.
REPORT NO.- AM-82-240
PUB DATE- Aug 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- Audiovisual Aids; *Auto Mechanics; Behavioral Objectives; Classroom Techniques; Competence; Competency Based Education; Educational Resources; Engines; *Equipment Maintenance; Guidelines; Individualized Instruction; Instructional Materials; *Job Skills; Learning Modules; *Mechanical Skills; Motor Vehicles; Postsecondary Education; Repair; Scripts; Secondary Education; Slides; Student Evaluation; Teaching Methods; Test Items; *Trade and Industrial Education; Units of Study; Vocational Education
IDENTIFIERS- Automobiles; Valves

This instructional package, one in a series of individualized instructional units on tools and techniques for repairing worn valve guides in motor vehicles, provides practical experience for students in working on cylinder heads. Covered in the module are reaming valve guides that are oversized to match a new oversized valve, reaming valve guides to install new guide inserts, and knurling guides and reaming them to hand-fit each valve. The module consists of a teacher guide, a student evaluation, and a student guide. The instructor guide contains an introduction, performance objectives, suggested resources, suggested activities, a script for a slide presentation, and an answer key for the student evaluation. The student guide contains an introduction, performance objectives, procedures for using the module, information sheets, and an activity sheet. (KC)

ED 235 471 CS 007 327

Iran-Nejad, Asghar; Ortony, Andrew
Quantitative amd Qualitative Sources of Affect: How Unexpectedness and Valence Relate to Pleasantness and Preference. Technical Report No. 293.
Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.
SPONS. AGENCY- National Academy of Education, Washington, D.C.; National Inst. of Education (ED), Washington, DC.
PUB DATE- Oct 83
CONTRACT- 400-76-0116
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Affective Behavior; Affective Measures; *Cognitive Processes; *Emotional Response; Expectation; Reader Response; Reading Comprehension; *Reading Research; Reading Skills; Research Methodology; Secondary Education; *Syntax; *Theories
IDENTIFIERS- Optimal Level Theory; *Reader Text Relationship; Story Structure; *Tone (Language)

Optimal-level theories maintain that the quality of affect is a function of a quantitative arousal potential dimension. An alternative view is that the quantitative dimension merely modulates preexisting qualitative properties and is therefore only responsible for changes in the degree of affect. Thus, the quality of affect, whether it is positive or negative, has to be treated as an independent variable. In an experiment to compare these alternatives, the quantitative dimension was measured by varying the degree of unexpectedness of endings in stories that were overall either positive or negative. Contrary to predictions of optimal-level theory, the results showed that differently valanced story endings, judged the same on an expectation scale, were rated very differently in hedonic tone and preference by high school readers. (Author)

ED 235 487 CS 207 561

Writing Is a Process: Guidelines for Writing Center Volunteers.
Pleasant Valley Community School District, IA.

PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Elementary Education; Guidelines; *Prewriting; *Revision (Written Composition); Skill Centers; Teaching Methods; Volunteers; *Writing Instruction; *Writing Processes
IDENTIFIERS- PF Project; *Proofreading

The processes of prewriting, writing, revising, and proofreading are outlined in this four-page guide for writing center volunteers. Each section lists "things to remember" and provides ideas on "how to help students" when teaching these four stages of the writing process. (JW)

ED 235 630 EC 160 487

West Clay Preschool Curriculum. ESEA Title IV-C Project.
Clay County Schools, Montpelier, MS.
SPONS. AGENCY- Mississippi State Dept. of Education, Jackson.
PUB DATE- 82
LANGUAGE- English

EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Communication Skills; Curriculum Guides; *Delayed Speech; Expressive Language; *High Risk Persons; Kindergarten; *Language Acquisition; *Language Handicaps; Learning Activities; Preschool Education; Receptive Language

The curriculum outlines objectives, materials, and activities for preschoolers with speech/language delay. The curriculum is intended for classroom use within a normal instructional schedule. The curriculum emphasizes building of receptive and expressive langauge. Activities address such developmental skills as socialization, family living, community helpers, community awareness, body care, color recognition, sensory experiences, shape recognition, listening skills, awareness of the environment, animal recognition, vocabulary skills, multimedia-multisensory activities, and holidays. Examples of the worksheets and illustrations are presented throughout. The curriculum is intended to reduce the disadvantage faced by children with delayed language skills. (CL)

ED 235 425 CG 016 959

Pupil Personnel Services: Needs Assessment Process.
Illinois State Board of Education, Springfield. Div. of Specialized Education Services.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- Data Collection; Elementary Secondary Education; Evaluation Methods; Information Utilization; *Needs Assessment; *Pupil Personnel Services; Surveys
IDENTIFIERS- Illinois State Board of Education

This guide for pupil personnel administrators, provides procedures, timelines, resources, and sample statistical tables for conducting a needs assessment to meet the Illinois State Board of Education requirement. Basic recommendation procedures for conducting a pupil personnel services (PPS) needs assessment are identified as follows: (1) organize a planning group; (2) review available data; (3) identify goals and the target group(s) to be surveyed; (4) determine the methodology to be used; (5) decide on follow-up procedures; (6) develop procedures for analyzing and interpreting needs assessment results; (7) determine how the data are to be translated into programmatic goals and objectives; and (8) plan how and to whom results are to be disseminated. Each procedure is explained in a step-by-step approach, and time lines are provided for each step. A building and population survey form is provided, and potential data sources and samples of goals (covering personal/social, teaching/learning process, vocational, PPS, and home-school relationships/communications areas) are listed. References are included. (WAS)

ED 235 440 CG 016 976

Feller, Myrna; Hussey, Ruth

Organizing a Study Skills Workshop.

PUB DATE- 22 Mar 83
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- College Environment; College Preparation; College Students; Higher Education; Notetaking; Reading Skills; Self Actualization; *Skill Development; *Study Habits; *Study Skills; Test Anxiety; Test Wiseness; Time Management; *Workshops
IDENTIFIERS- Goal Setting

This study skills workshop guide, for the college level, is designed to help students assess their study skills and personal behavior goals for becoming academically effective and confident. Seven consecutive, 2-hour, weekly sessions emphasize learning as an active process and concentrate on specific skills: objectives and goals; time management; taking lecture notes; reading a textbook; test taking strategies; managing test anxiety; and adapting to the college experience. Each session's content is outlined and homework assignments are given to encourage students to practice the workshop skills, culminating in ongoing refinement of personal goals and objectives. (BL)

ED 235 455 CG 400 176

Greenberg, Naomi Schubin
Gerontology and Genealogy: Family Research as a Therapeutic Tool for the Aged.
PUB DATE- Aug 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Biographies; Educational Gerontology; Essays; *Family (Sociological Unit); Institutionalized Persons; *Older Adults; *Research Projects; Student Projects; *Therapy
IDENTIFIERS- *Genealogy; PF Project; *Reminiscence

Participation in genealogy projects can be beneficial to older adults. Such projects combine reminiscing about family histories with the creation of a product which can be shared with relatives. The result is improved self-esteem and a feeling of accomplishment. Genealogy projects can also provide a means by which younger people can interact with and learn about older adults by helping them with research or by undertaking class projects in gerontology classes. For community-based older adults, these projects can be a part-time interest or a full-time occupation. For institutionalized older adults, they can be a goal-oriented therapeutic activity. Single session projects include using faces cut from magazines to create a family tree, mobile, or chart and making cloth dolls which resemble family members. Longer projects include: (1) moral wills; (2) family charts; (3) albums and booklets; (4) oral histories; (5) joint interviews; (6) collections of family documents; and (7) newsletters. Useful resources are libraries, genealogy societies, and reunions. (DC)

ED 235 520 CS 504 321

Hsia, H. J.
On the Imbalance of International Communication: An Analysis, a Review and Some Solutions.
PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Communications; *Developing Nations; Foreign Policy; Influences; *Information Dissemination; Information Networks; *Information Sources; Mass Media; News Reporting; Technological Advancement; Telecommunications
IDENTIFIERS- *Information Flow

Current international communication is typified by flow of information from the northern to the southern hemisphere, dominated by the developed nations in information gathering and dissemination, and intensified by technological advances. The imbalance of communication flow, considered by developing nations as responsible for political, economic, and social problems, has precipitated rigid control of communication in many such countries. Communication can be used to promote world understanding and cooperation, to fuse and cross-fertilize, and to accelerate modernization and industrialization. But communication can raise expectations without always being able to provide immediate gratification. Inevitably, the unfulfilled aspirations for a better life or a better political or social system cause widespread social frustration. Third World nations, therefore, are inclined to reject Western communication models and systems without considering how to modify them to suit their own needs. A balance can be achieved not by excluding alien communication or by rigidly controlling the media through government censorship or ownership, but by judiciously applying the communication immunization theory, in which saturation elicits less and less response. (HTH)

ED 235 537 CS 504 397

Tilley, James Garland
An Analysis of Homiletics Textbooks.

PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042) Reports - Research/Technical (143)
DESCRIPTIONS- *Clergy; *Communication Skills; *Discourse Analysis; Higher Education; Intellectual History; Models; *Persuasive Discourse; Rhetoric; *Rhetorical Criticism; Speech Communication; *Textbook Evaluation; Theological Education
IDENTIFIERS- *Homiletics

To determine the extent to which current theories of persuasion are used or advocated by homileticians (i.e., preachers), this study examines 21 frequently used homiletics textbooks for their treatment of persuasion. After describing the characteristics of classical, premodern, humanistic, and rhetorical models, the study suggests that these models are differentiated by the way they harmonize the five elements in any communicative act: source, message, encoding process, receiver, and interaction between source and receiver. The author then describes each textbook's treatment of persuasion and analyzes its method of combining these five factors. (MM)

ED 235 554 EA 016 113

Harris, Ben M.
Teaming, Staffing, and Improving Instruction.
PUB DATE- 14 Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Educational Change; Educational Improvement; *Educational Trends; Elementary Secondary Education; *Human Resources; Inservice Teacher Education; Leadership Training; Management Teams; Parent Participation; Principals; *School Administration; Sociocultural Patterns; *Staff Development; *Student Role; Superintendents; Teacher Supply and Demand; *Teamwork; Technological Advancement

Educational leaders' effective use of communications, collaboration, and common interests provides the key to managing a surplus of human resources. Students, like all members of an organization, are both a potential resource in fulfilling educational goals, and a personal and financial liability. Increases in the population, an aging citizenry, rising levels of education and of expectations, and the influences of advanced technology create pressures on school administrators, including intense competition for high quality teaching personnel. Declining educational quality will result unless initiatives are taken before 1985, such as utilizing students to fulfill staff responsibilities and cultivating leadership capabilities to enable teachers and administrators to better use available human resources. Strategies for realizing such initiatives include giving high priority to inservice training for all staff; organizing teams among and under professional staff that bring together students, paraprofessionals, parents, volunteers, teacher trainees, and other agency personnel; and building a leadership team of supervisory staff headed by the superintendent, thereby lessening the burden on the principal. (MJL)

ED 235 697 HE 016 295

Marcus, Lawrence R.; And Others

The Path to Excellence: Quality Assurance in Higher Education. ASHE-ERIC Higher Education Research Reports, No. 1. FYI Executive Summary.

Association for the Study of Higher Education.; ERIC Clearinghouse on Higher Education, Washington, D.C.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 83
CONTRACT- 400-82-0011
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTIONS- *Accountability; Accreditation (Institutions); Educational Assessment; *Educational Quality; Educational Research; Evaluation Methods; Financial Support; Government Role; *Government School Relationship; *Higher Education; Institutional Autonomy; *Institutional Evaluation; Literature Reviews; *Self Evaluation (Groups)
IDENTIFIERS- PF Project

There is an increasing interest by government in accountability for higher education. Efforts such as performance budgeting, performance auditing, and state review of academic programs are becoming more common. Opponents of government involvement assert that regional accreditation reviews are sufficient to maintain quality standards. However, critics of the current accreditation process contend that it is an ingrown process in which denial of accreditation is virtually impossible. Some observers feel that the best way to guard against an increased state role in higher education is for the institutions themselves to strengthen their own evaluation activities. Self-evaluations should be comprehensive, include broad participation, and be designed to enhance program quality. Both quantitative and qualitative data should be included. The findings should be submitted to an external consultant for review. Conclusions should be made public so that the community can see that the institution is concerned about quality, that its efforts are worthy of public funding, and that state evaluators are unnecessary. This document includes a 17-item bibliography and an order form for related research reports available from the Association for Study of Higher Education including the full report upon which this summary is based. (DC)

ED 235 379 CE 037 306

Hansen, Phyllis J., Comp.
Sex Role Stereotyping and Career Aspirations of Junior High and High School Students, Grades 7-12: A Selective Annotated Bibliography. Bibliography Series Ten.
California Polytechnic State Univ., San Luis Obispo. Library.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTIONS- Annotated Bibliographies; *Books; Business Education; *Career Choice; Career Education; Counseling; Curriculum Development; Curriculum Guides; Educational Resources; Family Influence; High School Students; Inservice Teacher Education; Instructional Materials; Junior High School Students; Learning Activities; Mathematics; Minority Groups; Nontraditional Occupations; *Occupational Aspiration; *Periodicals; Secondary Education; *Sex Discrimination; Sex Role; *Sex Stereotypes; Vocational Education

This annotated bibliography identifies current materials on the topic of sex role stereotyping and career aspirations of junior high and high school students. The sources included are selective and reflect a portion of the research available in the Robert E. Kennedy Library. The majority of the items are journal articles and unpublished studies available through the Educational Resources Information Center (ERIC) microfiche collection. The following ERIC subject headings were used to select works: sex role, sex stereotypes, sex role in literature, vocational education, and career education. Books were located through the library's card catalog under the following subject headings: sex role, sex role in literature, vocational education, and career education. A total of 113 works are included in the bibliography, which is indexed by subject. (KC)

ED 235 410 CG 016 943

Hopper, Charles H.; And Others
Sex versus Sex Role as Predictors of Conversational Gaze Behavior.
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Behavior Patterns; Interaction Process Analysis; *Predictor Variables; *Sex; *Sex Differences; *Sex Role
IDENTIFIERS- *Conversation; Eye Contact; *Gaze Patterns

Research has shown that females gaze more than males while speaking and listening regardless of the sex of their partner. To determine if these differences are due to biological sex or sex role, 24 dyads, in which subjects were matched on sex and sex role, conversed for 10 minutes while patterns of speech and gaze were recorded by two judges. Results were analyzed by computer. Analyses of variance with sex and sex role as between subject factors, pairs nested within sex by sex role conditions, and subjects nested within pairs revealed no significant differences among the groups for percent, frequency, or duration of gaze. When the conditional probability of each subject's gaze during his/her own vocalizations and pauses and during his/her partner's vocalizations and pauses was examined, there was an effect of sex but not of sex role. The gaze of males (especially feminine males) dropped significantly more than the gaze of females during the subject's own pauses. No differences were found between male and female gaze during their partner's speech turn. The findings suggest that differences in conversational gaze behavior are due at least in part to sex differences rather than learned sex role behaviors. (JAC)

ED 235 570 EA 016 130

Rumberger, Russell W.

Education, Unemployment and Productivity.

Stanford Univ., Calif. Inst. for Research on Educational Finance and Governance.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- IFG-PR-83-A14
PUB DATE- May 83
GRANT- OB-NIE-G-80-0111
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Administration; Developed Nations; Disadvantaged; *Economic Research; *Economics; Education; *Employment Patterns; Human Capital; Labor Conditions; Labor Demands; Labor Force; Minority Groups; Poverty; *Productivity; Technology; *Unemployment; Unions
IDENTIFIERS- Employment Act 1946; Full Employment and Balanced Growth Act 1978

The United States is faced with two serious economic problems: declining productivity growth and rising unemployment. These problems have become severe in the last decade. Both problems are caused by a number of factors, but experts fail to agree on which factors have most contributed to the problems. This paper examines the relationship between education, the productivity decline, and the unemployment rise. Increasing education is believed to increase productivity and reduce unemployment, but rising educational levels may have contributed to the slowdown in productivity. Research in this area has been unable to explain the decline in productivity. Thirty years ago the educational level of the unemployed was lower than that of the employed, but by 1971 the educational levels of the two groups were no longer different. Increases in educational levels may do little to decrease unemployment. Some observers believe that government and business leaders could improve production through better management and improved working environments rather than increasing economic and capital investments. Existing production techniques could also be modified to employ more labor, better utilize workers' skills and education, and still maintain profitability. Included is a bibliography of references and tables delineating the data presented. (Author/MD)

Putting the Arts in Surplus Schools. A Planning Workbook.
Educational Facilities Labs., Inc., New York, N.Y.
SPONS. AGENCY- National Endowment for the Arts, Washington, D.C.
PUB DATE- Aug 82
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Arts Centers; *Building Conversion; Elementary Secondary Education; *Needs Assessment; *School Buildings; School Districts; *Space Utilization
IDENTIFIERS- *Surplus Space

Addressed to arts organizations and public school districts, this guide comprises questionnaires and work sheets for step-by-step planning to use surplus schools for arts projects. An introduction alerts planners to the complex forces involved in reuse of surplus school space and outlines four common planning situations: an arts group actively seeking new space; an arts group alerted to a surplus school; a school building reuse committee investigating alternative uses for surplus facilities; and a community arts consortium broadly interested in improving the arts locally. Each chapter's questionnaire forms are introduced with reference to these varying scenarios. Included are forms for assessing the project's goals and problems, profiling the arts organizations involved, establishing space and location needs, profiling the school building, selecting programs and activities, testing the fit between space and program alternatives, computing space operating and maintenance costs, and summarizing space evaluation. (MJL)

Curriculum Study: Foreign Languages. A Report from the Foreign Languages Curriculum Study Committee to the North Carolina State Board of Education.

North Carolina State Dept. of Public Instruction, Raleigh.

PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Educational Policy; Elementary Secondary Education; Higher Education; Language Teachers; Questionnaires; *Second Language Instruction; *Second Language Programs; *State Surveys
IDENTIFIERS- North Carolina

The status of state foreign language programs is reviewed, and recommendations are made to improve the quality of foreign language education in North Carolina. The Foreign Language Curriculum Study Committee identified major language education issues in North Carolina, collected background information and data pertaining to these issues, analyzed the data, developed goals for foreign language education, made recommendations, and identified outcomes which would follow implementation. Background data included school visitation reports; questionnaires sent to students, business people, and school systems in North Carolina; a survey of selected college and university professors; and a profile of North Carolina foreign language teachers. Based upon data analysis, 19 recommendations were formulated. These related to the amount of time a student should be required to study a foreign language, the development of a foreign language curriculum guide, the expansion of German language programs, implementation of quality assurance programs, testing programs in oral proficiency, and textbook acquisition. (RW)

Rouse, Bill, Comp.
A Curriculum Guide for Electricity/Electronics.
Mississippi Research and Curriculum Unit for Vocational and Technical Education, State College.; Mississippi State Dept. of Education, Jackson. Div. of Vocational and Technical Education.
PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Behavioral Objectives; Electrical Occupations; Electrical Systems; *Electric Circuits; *Electricity; Electric Motors; *Electronic Control; Electronic Equipment; *Electronics; Equipment Maintenance; Equipment Utilization; Guidelines; Learning Activities; Lesson Plans; Occupational Information; Physics; Secondary Education; State Curriculum Guides; Teacher Developed Materials; *Technical Education; *Trade and Industrial Education
IDENTIFIERS- *Electrical Wiring; Microprocessors; Mississippi; Solid State (Electronics)

This curriculum guide is designed to upgrade the secondary electrical trades program in Mississippi by broadening its scope to incorporate basic electronic principles. Covered in the individual chapters of the guide are the following courses: basic electricity (occupational information, basic physics, circuit fundamentals, resistance and Ohm's law, direct current sources and circuit analysis, magnetism, measuring devices, alternating current wave forms, inductance, transformers, capacitance, resistive-inductive-capacitive circuits, and resonance); basic wiring (occupational information, tools, blueprints and specifications, device identification, procedures for using devices, residential circuits, and existing dwellings); advanced wiring (industrial wiring tools, industrial blueprints and schematics, industrial wiring devices, industrial and commercial circuits, and motors and generators); and an introduction to controls and electronics (electro-mechanical control systems, solid state devices and power supplies, solid state controls, digital electronics, and microprocessors). Each course outline contains an objective, a list of class and shop time allocations, an outline of instruction, and suggested shop activities. An equipment list concludes the guide. (MN)

ED 235 336 CE 037 122

Soil Science. III-A-1 to III-D-4. Basic V.A.I.

Texas A and M Univ., College Station. Vocational Instructional Services.

SPONS. AGENCY- Texas Education Agency, Austin. Dept. of Occupational Education and Technology.

PUB DATE- 80

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTIONS- *Agricultural Education; Agricultural Production; Conservation (Environment); Field Crops; Land Use; Learning Modules; Postsecondary Education; Scripts; Secondary Education; *Soil Conservation; *Soil Science; Transparencies; Units of Study; *Vocational Education; Waste Disposal; Waste Water; Water; Water Quality; *Water Resources

IDENTIFIERS- Texas

This packet contains four units of informational materials and transparency masters, with accompanying scripts, for teachers to use in a soil science course in vocational agriculture. Designed especially for use in Texas, the first unit discusses the importance of soils. In the second unit, the nature and properties of soils are discussed, organized in these four topics: soil components, soil properties, soil classification, and soil sampling. The third unit covers soil conservation, while the final unit outlines measures for conserving and controlling soil water. Each topic section of the units contains information sheets, scripts for transparencies, references, and transparency masters. A glossary of terms completes the packet. (KC)

Conceptual Framework and Basic Competencies for Vocational Home Economics Education in Texas.

Texas Tech Univ., Lubbock. Home Economics Curriculum Center.
SPONS. AGENCY- Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
PUB DATE- Aug 83
AVAILABLE FROM- Home Economics Curriculum Center, Box 4067, Texas Tech University, Lubbock, TX 79409.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Child Caregivers; Child Development; Clothing Instruction; *Competence; *Competency Based Education; *Consumer Education; Cooking Instruction; Employment Potential; Equipment; Food Service; Foods Instruction; Health; *Home Economics; Home Furnishings; Homemaking Skills; Job Skills; Nutrition; *Occupational Home Economics; Parenthood Education; Secondary Education; State Curriculum Guides
IDENTIFIERS- *Texas

This document was developed for the purposes of (1) outlining the competencies and subcompetencies to be developed in vocational home economics classes in Texas; (2) providing guidance to teachers for local program planning; and (3) serving as a means of communicating the scope and content of vocational home economics education in Texas to others. Preliminary to the competencies, the guide provides an overview of vocational home economics including both consumer and homemaking education and occupational home economics education, descriptions of instructional methods used in home economics, and recommendations for class period allocations and grouping of subjects for each course in the homemaking sequences. Part 1 of the guide presents competencies for consumer and homemaking education. These competencies cover the following topics: child development, care, and guidance; clothing and textiles; family and individual health; family living and parenthood; food and nutrition; home management and consumer education; and housing, home furnishings, and equipment. Part 2 lists competencies for occupational home economics in these areas: child care and guidance; management services; food production, management, and services; home and community services; home furnishings and equipment management, production, and services; institutional home management and supportive services; and general employability competencies. (KC)

ED 235 394 CE 800 020

Singer, Elizabeth W.
Training Mentors as Educational Advisors for Adult Learners. Process Manual.
Brevard Community Coll., Cocoa, Fla.
PUB DATE- 83
AVAILABLE FROM- Brevard Community College, Open Campus, 1519 Clearlake Road, Cocoa, FL 32926 (no cost).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Administrator Guides; Administrators; Adult Education; Demonstration Programs; *Educational Counseling; *Employer Employee Relationship; *Institutes (Training Programs); Management Development; *Mentors; Program Descriptions; School Business Relationship
IDENTIFIERS- PF Project

Materials used by the director of a project designed to assist key personnel in businesses, industries, and agencies with the educational counseling of their employees are presented. The objectives of the project, "Training Mentors as Educational Advisors of Adult Learners," were to: (1) provide two training sessions in educational counseling techniques; (2) create a linkage system between business and local educational institutions; and (3) raise awareness of the impact of high technology on assisting adults with career changes and educational goals. The manual is divided into three sections. Section I contains transparencies used in promoting support and assistance in participant recruitment. Section II provides summary analyses of the two workshops and suggestions for persons who wish to adopt the project as a model. Section III offers materials to assist in planning a similar program including a time line, letters, flyers, agendas, and evaluation forms. (DC)

ED 235 488 CS 207 617

The Audience for Children's Books. A Symposium Sponsored by the Center for the Book and the Children's Literature Center Held at the Library of Congress (Washington, DC, March 12-13, 1979). The Center for the Book Viewpoint Series No. 2.

Library of Congress, Washington, D.C.
REPORT NO.- ISBN-0-8444-0330-X
PUB DATE- 80
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Collected Works - Proceedings (021)
DESCRIPTIONS- *Audience Analysis; *Books; *Childrens Literature; Elementary Secondary Education; Literary Criticism; *Publishing Industry; Reading Material Selection; *Recreational Reading; Student Attitudes; *Student Interests
IDENTIFIERS- Audience Response

The product of a two-day symposium on children and children's books, this booklet features remarks of Elaine Moss, British author and critic, and Barbara Rollock, coordinator for children's services at the New York Public Library. Moss's speech discusses meeting children's need for books offering depth and involvement, while Rollock's talk explores obstacles and incitements to reading and examines the character of the young reading audience. The booklet concludes with brief remarks by three commentators: Cecily Truett, associate producer of "Studio See," South Carolina Educational Television; Ann Durell, vice president of children's books for E.P. Dutton; and Ethel Heins, editor of the "Horn Book Magazine." (MM)

ED 235 504 CS 207 900

Zorn, Jeffrey L.
Possible Sources of Culture Bias in the Validation of ETS Language Tests.

PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Information Analysis/State-of-the-Art Materials (070)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Academic Achievement; Achievement Tests; Admission Criteria; Aptitude Tests; College Admission; College Applicants; *Cultural Differences; Higher Education; Objective Tests; *Predictive Validity; Standardized Tests; *Test Bias; Testing; *Testing Problems; Test Reviews; Test Validity; *Writing Evaluation; Writing Skills
IDENTIFIERS- English Composition Test; Scholastic Aptitude Test; Test of Standard Written English

Although by traditional measures of test validity, the verbal section of the Scholastic Aptitude Test (SAT) is not culture biased, it, along with the English Composition Test and the Test of Standard Written English, reinforces a narrow view of academic excellence that excludes culturally different youths. Designed to prevent admission errors, the SAT is generally successful at helping colleges eliminate students likely to fail in their programs. According to a recent study, however, the test also encourages schools to reject students who would have succeeded. While the SAT does accurately predict freshman grades, it assumes that freshman grades themselves constitute a significant and unbiased criterion of achievement. The objective English Composition Test and the Test of Standard Written English both assume that grammatical correctness is a more important indicator of writing ability than the quality of ideas presented. If colleges are not to exclude a large number of potentially successful students, they must reexamine the suppositions underlying their admissions and placement tests. (MM)

ED 235 600 EC 152 560

Hetrick, Ethel W.
Concepts of Print in Kindergarten "At Risk" Children.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)
DESCRIPTIONS- Cognitive Development; Cognitive Processes; *High Risk Persons; Kindergarten; Learning Processes; Phonetics; *Reading Readiness; *Written Language

Eleven kindergarten children, nine of whom had been identified at risk, were administered tasks involving word and sentence reading with and without pictures, writing of words and a sentence, print awareness, and book handling skills. Results suggested that children expect words to be a label for pictures, that articles and prepositions are not necessarily written, and that some phonetic relationship is used to write words. When children used decoding strategies, they did so at the expense of meaning. Findings emphasized the importance of avoiding teaching isolated components of reading or letter formation at the expense of a general understanding of the purpose and function of reading and writing. (Author/CL)

ED 235 615 EC 160 467

Swann, Will; Briggs, Dennis
Special Needs in Education (E241): A Special Curriculum? Unit 5/6.
Open Univ., Walton, Bletchley, Bucks (England).
REPORT NO.- ISBN-0-335-13123-9
PUB DATE- 82
AVAILABLE FROM- Open University Educational Enterprises, Ltd., 12 Cofferidge Close, Stony Stratford, Milton Keynes, MK11 1BY England (no price quoted).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- Criteria; *Curriculum; Curriculum Development; *Disabilities; Elementary Secondary Education; Emotional Disturbances; Learning Disabilities; Physical Disabilities; *Referral; Special Schools; Student Placement

The booklet, one of 16 designed for use in an Open University course on the education of handicapped students in the United Kingdom, focuses on special schooling and referral. Factors affecting service provision, such as geography and external and internal pressures, are considered. Elements of programing for maladjusted students are reviewed, its curriculum criticized as restricted, and the rationale for separate schooling questioned. Modifications in the curriculum, building design, and educational equipment used are among aspects considered in separate chapters on educational services for learning disabled and physically handicapped students. A sixth chapter compares the curriculum and organizations of two institutions for severely mentally handicapped children and summarizes views on four themes: differences between normal and special curricula, influences on the curriculum, responsibilities of special and regular education, and accountability. The final unit addresses questions of referral and comments upon distortions of educational criteria. (CL)

ED 235 631 EC 160 488

Crane, Stephen; Iwanicki, Edward F.
The Effect of Role Conflict and Role Ambiguity on Perceived Levels of Burnout Among Special Education Teachers.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTIONS- *Disabilities; *Role Conflict; *Role Perception; *Special Education Teachers; Stress Variables; *Teacher Burnout

Two components of stress (organizational stress (role conflict and role ambiguity) and perceived teacher burnout) were measured by surveys completed by 443 special education teachers in Connecticut. Data were collected on the Stress Survey for Special Educators, the Maslach Burnout Inventory, and the Role Questionnaire. Multiple regression analyses were performed to investigate the interrelationship among the organizational stress factors of role conflict and role ambiguity and perceived burnout (with relevant personal and professional characteristics controlled). Results revealed that role conflict accounted for the greatest variance in emotional exhaustion and depersonalization, and only role ambiguity accounted for significant variance in the subscale of personal accomplishment. Recommendations are made for stress reduction interventions (including support groups) and for further research. (CL)

ED 235 648 EC 160 805

Wood, Frank; And Others
Resource Catalogue: Educating Behaviorally Disordered and Emotionally Disturbed Pupils. Program Assistance Report No. 11.
Upper Midwest Regional Resource Center, Minneapolis, MN.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Aug 82
CONTRACT- 300-800-719
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTIONS- *Behavior Disorders; *Child Advocacy; Curriculum; *Definitions; Educational Philosophy; Elementary Secondary Education; *Emotional Disturbances; Etiology; Intervention; Legal Problems; Parent Role; *Resource Materials; Student Characteristics; Student Evaluation

The guide lists information on 56 resources (journal articles, books, reports, monographs) dealing with the education of children with behavioral disorders and published between 1950 and 1983. An introductory section reviews issues involved in the definition of the population, considers implications of the term "emotional disturbance," and cites an attempt to expand and clarify the definition found in the regulations for P.L. 94-142, the Education for All Handicapped Children Act. The section concludes with a review of educational treatment orientations, the history of professional associations involved with this population, and the changing roles of parents. The resources are arranged in 13 subject headings: assessment, characteristics and etiology, curriculum, behavioral general references, psychoeducational general references, general references, incidence, behavioral intervention, medical intervention, psychoeducational intervention, legal and philosophical issues, programs, and parent information. Each citation lists title, author, publisher/producer, publication date, abstract and descriptors. A discussion of legal advocacy for persons with emotional disturbance is followed by a list of materials for inservice education with regular and special education teachers. (CL)

ED 235 664 EC 160 823

Kenney, Maggie
Giving Families a Break: Strategies for Respite Care.
Nebraska Univ. Medical Center, Omaha. Meyer Children's Rehabilitation Inst.
SPONS. AGENCY- Nebraska Governor's Planning Council for Developmental Disabilities, Lincoln.
PUB DATE- Oct 82
GRANT- 81-28-MCRI-FSC
AVAILABLE FROM- Media Resource Center, Meyer Children's Rehabilitation Institute, University of Nebraska Medical Center, 444 S. 44th St., Omaha, NE 68131 ($12.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Developmental Disabilities; Family Programs; Program Administration; Program Design; *Program Development; Program Implementation; *Respite Care; Staff Development

The manual covers the design and implementation of respite care services for families with developmentally disabled members. An introductory chapter examines the concept of respite care, notes the benefits for families, providers, and community residential programs, and places the service as one part of a comprehensive array of family support services. Ten models of respite care in use throughout the nation are described in chapter 2, including sitter/companion programs, day care centers, parent co-ops, and use of beds in an existing group home. Eight steps in planning such a program are delineated in chapter 3, from defining a manageable area of service to appointing a coordinator. Recruitment, training, and supervision of providers are examined in a fourth chapter while a fifth examines the relationship with consumers. Two final chapters address evaluation aspects and liability. A sample packet of information to be completed by parents or guardians is appended. (CL)

ED 235 726 HE 016 701

Challenge Grant Amendments of 1983. Report to Accompany H.R. 2144. House of Representatives, Committee on Education and Labor, Ninety-Eighth Congress, First Session.

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

REPORT NO.- House-98-76
PUB DATE- 28 Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Developing Institutions; *Endowment Funds; Federal Aid; *Federal Legislation; Fund Raising; *Government School Relationship; *Grants; Higher Education; Institutional Autonomy
IDENTIFIERS- *Challenge Grants; *Higher Education Act Title III; Proposed Legislation

A report on a bill to establish an endowment program for developing institutions is presented. The bill, the Challenge Grant Amendments of 1983, would amend the Higher Education Act of 1965, Title III, Part C, in order to: (1) encourage the development of endowment funds by developing institutions, (2) provide additional incentives to promote institutional fund-raising activities, and (3) foster increased independence and self-sufficiency of the institutions. The endowment to any such institution in any fiscal year would not exceed $200,000 and would not be less than $50,000. Stipulations for the use of such grants, selection criteria, and the application for challenge grants are addressed, along with a Congressional Budget Office cost estimate, the legislative history of the bill, and a section-by-section analysis of the bill. It is suggested that providing matching federal funds is important to assuring the continuation of a viable pluralistic higher education system and that Title III institutions present an opportunity for federal involvement and demonstrated need. (SW)

ED 235 321 CE 037 070

Darling, Sharon; And Others
Guide to Selection of Adult Literacy Materials. Analyze before You Buy.
Jefferson County Public Schools, Louisville, Ky.
PUB DATE- 83
AVAILABLE FROM- Jefferson County Adult Education, 4409 Preston Highway, Louisville, KY 40213 ($3.00).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050) Reference Materials - Bibliographies (131)
DESCRIPTIONS- *Adult Basic Education; Adult Literacy; *Adult Reading Programs; Annotated Bibliographies; Basal Reading; Classroom Techniques; Evaluation Criteria; Guidelines; *Instructional Materials; *Literacy Education; *Media Selection; Readability; Reading Instruction; Reading Materials; Reading Skills; Supplementary Reading Materials; Teaching Methods; Textbook Evaluation; *Textbook Selection
IDENTIFIERS- 310 Project; *Jefferson County Adult Reading Program KY

This guide, one in a series of works dealing with adult literacy education, is designed to help adult reading program staff to select adult literacy materials. Examined in the first section of the guide are the commercially prepared basal and supplemental reading materials that are available for use in the Jefferson County Adult Reading Program (JCARP) in Louisville, Kentucky. The second section contains general criteria for evaluating reading materials and a guide for determining readability levels of published materials. Provided in the third section is a descriptive listing of other sources that contain bibliographies of adult literacy materials for student and professional use. An overview of some common instructional approaches for teaching reading to adults (language experience, individualized reading, linguistic, programmed reading, modified alphabet, machine presented, diagnostic-prescriptive and eclectic approaches) is appended to the guide. (MN)

ED 235 366 CE 037 283

Spignesi, B.
Front-End Types. Automotive Mechanics. Steering & Suspension.
Instructor's Guide and Student Guide.
State Fair Community Coll., Sedalia, Mo.
REPORT NO.- AM-83-270
PUB DATE- Feb 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- *Auto Mechanics; Behavioral Objectives; Classroom Techniques; *Equipment Maintenance; Guidelines; Individualized Instruction; Instructional Materials; *Job Skills; Learning Modules; *Mechanical Skills; Postsecondary Education; Secondary Education; *Trade and Industrial Education
IDENTIFIERS- Automobiles; Front End Types (Automotive); *Steering (Automotive); *Suspension Systems (Automotive)

This instructional package, one in a series of individualized instructional units on automotive steering and suspension, consists of a student guide and an instructor guide dealing with automobile front-end types. Covered in the module are three common types of passenger car front suspension systems and their major components as well as two types of steering linkages and their major components. The student guide contains an introduction, a list of procedures for completing the module, and an information sheet. Included in the instructor guide are an introduction, performance objectives, a list of references, suggested instructional methods, a student posttest, answers to the posttest, and an instructional script. (MN)

ED 235 426 CG 016 960

Exemplary Pupil Personnel Services Programs in Illinois, School Year 1981-1982.

Illinois State Board of Education, Springfield. Div. of Specialized Education Services.

PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Adolescents; Children; *Demonstration Programs; Elementary Secondary Education; Evaluation Criteria; *Program Administration; Program Descriptions; *Program Design; *Program Effectiveness; *Pupil Personnel Services; School Districts

This booklet for pupil personnel services (PPS) professionals describes five selected exemplary PPS district programs in Illinois (Bloomington District 87, Dundee Community Unit School District 300, Lake Park Community School District 108, Lyons Township High School District 204, and Warren Township High School District 121) as well as the criteria used in selecting them. For each of the programs listed the booklet presents demographic information, a program description, unique program characteristics, and a contact person for that district. Topics discussed within the program descriptions include type and number of personnel, lines of supervision, personnel teaming efforts, policies and procedures, specific programs or activities, community relations, functions of the different PPS personnel, and program evaluation and needs assessment. Areas considered under unique program characteristics include attitude and philosophy of the PPS professionals, special and distinctive programs or services, and administrative and special program structure. (WAS)

ED 235 441 CG 016 977

Chan, Florentius
Effects of Manipulation of Outcome and Expectancy on Attributions.
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Attribution Theory; College Students; Congruence (Psychology); Egocentrism; *Expectation; Females; Higher Education; Individual Power; *Locus of Control; Personality Traits;

Psychological Characteristics

According to the major attributional hypotheses, egotism and expectancy confirmation, people tend to make internal attributions when successful and external attributions when they fail. In order to investigate the effect of manipulation on egotistical and expectancy confirmation attributions, 190 female undergraduates participated in two series of card sorting tasks. Outcomes, bases of expectancies, and levels of expectations were manipulated for some participants (N=80). Subjects sorted two series of 30 cards, containing a number which varied in length from one to three digits. After each 5 minute card sort task, subjects rated on a 7-point scale, the extent to which ability and task difficulty were seen as the causes of the outcomes. An analysis of the results partially supported the egotism hypothesis in that attributions were determined by task outcomes rather than expectancy confirmation. However, subjects attributed success to both internal (ability and effort) and external (task difficulty) factors. The manipulation had some effects on external but not on internal attribution. Future research should rule out sex, nature of the task, and subjects' locus of control as influencing variables. (Tables of specific factor analysis are appended.) (BL)

ED 235 456 CG 400 180

Fineman, Carol A.
Preparing School Psychologists to Testify at Due Process Hearings.
PUB DATE- Aug 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Due Process; Elementary Secondary Education; Guidelines; *Hearings; Lawyers; Legal Responsibility; Planning; Psychological Evaluation; *School Psychologists; *Special Education
IDENTIFIERS- *Forensic Psychology; PF Project; *Testimony

Guidelines are presented for school psychologists in order to make their testimony at special education due process hearings as effective as possible. Recommendations are offered to prepare the school psychologist to: (1) accept the role of expert witness; (2) organize and review case materials; (3) state relevant rules, procedures, and criteria; (4) review testing procedures and conclusions and be prepared for cross-examination; (5) interact with school board attorneys in the development of testimony; (6) testify calmly, professionally, clearly, and without jargon; and (7) use sound psychological techniques which will stand up to scrutiny. The guidelines are illustrated with excerpts from courtroom transcripts which demonstrate both desirable and undesirable behaviors. The conclusion lists seven guidelines to be followed in day-to-day practice so that the school psychologist will be prepared in advance if a case is brought to a due process hearing. (DC)

ED 235 472 CS 007 328

Hay, Anne E.; Brewer, William F.
Children's Understanding of the Narrator's Role in Stories. Technical Report No. 294.
Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Oct 83
CONTRACT- 400-76-0116
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Child Development; *Cognitive Development; Cognitive Processes; Developmental Stages; Elementary Education; Epistemology; Females; Literary Styles; Males; *Narration; Preschool Children; *Reading Comprehension; *Reading Research; Sex Differences
IDENTIFIERS- *Reader Text Relationship

Two experiments were conducted to investigate children's understanding of the relationship of narrators to the texts they narrate and how children's developing cognitive abilities influence that understanding. The subjects, 164 children aged 3, 4, 5, 6, 8, and 10, heard a series of short passages containing several characters, one of whom was the narrator. After each passage, they were asked to identify which character had told the story. In addition, they were asked to identify the narrator when (1) the age and sex of the narrator were varied, (2) the narrator changed midnarrative, (3) the narrator differed in temporal perspective from the child, and (4) the importance of the narrator in the passage was varied. The results indicated that children understood the concept of the narrator by the time they entered elementary school. They have little difficulty in understanding narrator shifts and show no age-based biases in comprehension. Preschool males and females aged 6 to 8, however, showed same-sex biases in identifying narrators. (Passages used in the experiments are appended.) (FL)

ED 235 538 CS 504 398

Cornish, Roger N.
Five Finger Exercises for the Novice Playwright.
PUB DATE- 9 Aug 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Descriptive (Program/Project Descriptions) (141)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Class Activities; *Creative Writing; Drama; Higher Education; *Learning Strategies; *Playwriting; Skill Development; *Teaching Methods; *Writing Exercises; Writing Instruction
IDENTIFIERS- Invention (Rhetorical)

After presenting a series of assumptions about the teaching of playwriting (for example, that students can be taught the craft, if not the art, of playwriting; students must be kept to a strict deadline if they are to develop into disciplined writers; and playwriting should never be discussed outside the context of production possibilities), this article describes several inclass writing assignments designed to develop creativity as well as plotting, beat work (a "beat" is the minimal script unit as far as structure and planning are concerned), and dialogue expertise. It suggests that young writers' inventiveness can be increased by having them write down in 90 seconds all the uses they can think of for a common object such as a book end. To develop skill in transforming a static opening situation into a suspenseful drama, the article recommends having students list possible events propelling a main character into conflict. The article suggests that students can gain expertise in beat work (introducing, developing and resolving a conflict, for example) by working a given piece of dialogue into an episode with a dramatic climax and resolution. All the exercises described help students move from the abstraction of the teacher's lecture to practice and skill development. (MM)

ED 235 555 EA 016 114

Paul, Regina H.
Assess Your Goals to Set Priorities.
National School Boards Association, Washington, DC. Educational Policies Service.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Journal Articles (080) Reports - Research/Technical (143)
DESCRIPTIONS- *Board of Education Policy; Community Role; *Community Surveys; *Curriculum; Curriculum Development; *Educational Objectives; Elementary Secondary Education; Graduation Requirements; *Needs Assessment
IDENTIFIERS- *Educational Goals Assessment

Increasingly involved in curricular concerns, boards of education can determine the educational goals of the community by using the Educational Goals Assessment (EGA) and thus set priorities when cutbacks are necessary. The EGA is composed of four questionnaires listing 275 learning goals describing knowledge, attitudes, or physical skills and covering 13 school subjects and 11 life areas. Respondents are asked to rate how important it is for students to learn each goal, the importance of the schools themselves teaching it, and whether the goal should be required for high school graduation. Two "games" requiring allocation of time and money among the life areas are included. Graduation requirements most frequently chosen by school systems using the EGA include computing accurately, knowing mathematical fundamentals, reading with understanding, and writing correctly. School systems can use responses to make curricula attractive to more consumers, deemphasizing performing arts, for example, and stressing art appreciation. In order to serve community needs, school boards should formulate policies recognizing their involvement in curriculum development and research, instructional programs, and what learning will be required for graduation and how it will be measured. (MJL)

ED 235 712 HE 016 665

Taylor, Sharon L., Comp.; And Others
Commuter Students: References & Resources, 4th Edition.
National Clearinghouse for Commuter Programs, College Park, Md.
PUB DATE- Jul 83
AVAILABLE FROM- National Clearinghouse for Commuter Programs, 1195 Adele H. Stamp Union, University of Maryland, College Park, MD 20742.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTIONS- Adult Students; *Ancillary School Services; *College Students; Community Colleges; *Commuting Students; Comparative Analysis; Counseling Services; Extracurricular Activities; Higher Education; Noninstructional Student Costs; Nontraditional Students; On Campus Students; Place of Residence; *Student Characteristics; Student College Relationship; *Student Transportation; Student Unions

A bibliography of 505 references concerning commuter students is presented along with a list of 44 associations and organizations. Topics and the number of references on each topic (in parentheses) are as follows: adult learners/nontraditional students (63 references), community colleges (37) community/environmental impact (16), comparative studies--commuters and residents (48), counseling/mental health (39), demographics (45), facilities (18), financial aspects of commuting (16), housing (26), programming (61), student unions/student activities (32), transportation and parking (48), and miscellaneous (56). For many of the topical sections, cross references are included. An author index is also provided. (SW)

ED 235 380 CE 037 315

Malowney, C. Lynn; Harrington, Lois G.

Promote Your Vocational Program with Exceptional Students. Module L-13 of Category L--Serving Students with Special/Exceptional Needs. Professional Teacher Education Module Series.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Department of Education, Washington, DC.
REPORT NO.- ISBN-0-89606-129-9
PUB DATE- 83
AVAILABLE FROM- American Association for Vocational Instructional Materials, 120 Driftmier Engineering Center, University of Georgia, Athens, GA 30602.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- Competence; Competency Based Education; Disabilities; *Exceptional Persons; Learning Modules; *Marketing; Minority Groups; Postsecondary Education; Program Development; Publicity; *Public Relations; *School Community Relationship; *Student Recruitment; Teacher Education; Units of Study; *Vocational Education

This module, one in a series of 127 performance-based teacher education (PBTE) learning packages, focuses on specific professional competencies of vocational teachers. The modules are suitable for the preparation of teachers and other occupational trainers in all occupational areas. This module on the promotion of vocational programs for exceptional students contains three learning experiences. Each learning experience contains some or all of the following components: enabling objectives, activities, optional activities, feedback, and a self-check. Activities include information on recruiting students, doing public relations, and enlisting community support. A case study is part of one of the learning experiences. (KC)

ED 235 521 CS 504 331

Burgoon, Judee K.; Koper, Randall J.
Patterns of Nonverbal Behavior and Perceived Relational Messages Associated with Communication Reticence.
PUB DATE- May 83

LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Affective Behavior; Communication Research; *Communication Skills; Interpersonal Communication; *Interpersonal Relationship; *Nonverbal Communication; Social Cognition; *Speech Communication

Two experiments examined nonverbal behavior patterns and relational communication perceptions associated with communication reticence. In the first experiment, pairs of friends and pairs of strangers engaged in nine-minute discussions. Subjects were rated by their interaction partners and by trained observers. Results showed that as their level of communication reticence increased, they nodded less, showed less facial pleasantness and animation, displayed anxiety and tension, leaned away more and communicated greater disinterest. Strangers rated their relational messages as showing less intimacy and similarity, more detachment, more submissiveness, less receptivity and more emotional negativity. They also rated reticents consistently lower on credibility. Friends gave mixed but frequently more positive ratings to more reticent individuals. In the second experiment, 55 subjects interacted with male or female confederate interviewers who alternately asked innocuous or highly personal questions. The same patterns of nonverbal behavior emerged as in the first study, with increases in stress (due to privacy-invading questioning) eliciting more pronounced responses. Results are discussed in terms of the cross-situational consistency of reticence syndromes in eliciting dysfunctional communication patterns. (Author)

ED 235 682 FL 013 981

Ullman, Rebecca; And Others
Le journal et l'evenement. Guide du professeur (The Newspaper and the Event. Teacher's Guide).
Ontario Inst. for Studies in Education, Toronto.
PUB DATE- 83
AVAILABLE FROM- OISE Press, 252 Bloor St. W., Toronto, Ontario, Canada M5S 1V6 ($55.00; teacher's guide only, $5.50)
LANGUAGE- French
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *French; Instructional Materials; Journalism; *Newspapers; Reading Skills; Secondary Education; *Second Language Instruction; Teaching Guides

An activities module for high school students of advanced French as a second language focuses on the production of a newspaper. The module includes a teacher's guide, copies of sample French and English language newspapers, suggestions for conducting the activities, a bibliography, a vocabulary list, and an evaluation questionnaire. The objectives of the module are to introduce students to reporting styles, journalistic terminology, and functional writing, as well as to improve reading skills. The activities include composing article titles, writing the first paragraph of a news article, researching an article, theme development, and understanding the difference between an editorial and a news article. (RW)

ED 235 698 HE 016 296

Waggaman, John S.
Faculty Recruitment, Retention, and Fair Employment: Obligations and Opportunities. ASHE-ERIC Higher Education Research Reports, No. 2. FYI Executive Summary.
Association for the Study of Higher Education.; ERIC Clearinghouse on Higher Education, Washington, D.C.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 83
CONTRACT- 400-82-0011
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTIONS- Administrator Responsibility; *College Faculty; Department Heads; Equal Opportunities (Jobs); *Faculty Recruitment; Guidelines; Higher Education; Job Applicants; Literature Reviews; *Planning; Teacher Persistence
IDENTIFIERS- Fairness; PF Project

An effective recruiting program is one that locates the best candidate available, makes an acceptable job offer, and retains the new employee for at least eight years. Successful recruiting results from a department chair's commitment to a people-oriented administration. By being aware of the career paths of faculty members, the chair can anticipate vacancies and formulate plans before the need arises. The recruitment process, which should employ a search committee, involves several steps: (1) receiving notification of a vacant position; (2) receiving authorization to recruit; (3) determining salary; (4) organizing the recruitment effort; (5) screening applicants' files; (6) conducting campus visits; and (7) making an offer. It is important that all applicants be treated fairly. Once the position has been filled, it is the responsibility of the department chair to make sure that the new person is retained through orientation, professional development, counseling, and mentorship. This document includes a nine-item bibliography and an order form for related research reports available from the Association for Study of Higher Education including the full report upon which this summary is based. (DC)

ED 235 337 CE 037 123

Plant Science. IV-A-1 to IV-F-2. Basic V.A.I.
Texas A and M Univ., College Station. Vocational Instructional Services.
SPONS. AGENCY- Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
PUB DATE- 80
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Agricultural Education; Agricultural Production; *Agronomy; Botany; Fertilizers; *Field Crops; Horticulture; Learning Modules; Photosynthesis; *Plant Growth; Plant Identification; Plant Propagation; Postsecondary Education; Scripts; Secondary Education; Soil Science; Transparencies; Units of Study; *Vocational Education
IDENTIFIERS- Texas

This packet contains six units of informational materials and transparency masters, with accompanying scripts, for teachers to use in a plant science course in vocational agriculture. Designed especially for use in Texas, the first unit introduces the course through the following topics: economic importance of major crops, major areas of production, and major uses of crops. The second unit covers plant growth, including plant parts and their functions, seed germination, and how plants make, use, and store food. The third unit covers classification and selection of field crop plants, while unit 4 covers sexual and asexual plant reproduction. The fifth unit discusses seedbed preparation, including the following four topics: disposing of previous residue, land preparation, application of fertilizer, and irrigation. The final unit on planting covers selection of seed and equipment and methods in planting. Each topic section of the units contains information sheets, scripts for transparencies, references, and transparency masters. (KC)

McNamara, John R.; Szabo, Isabel
The Prediction of Interest in Health Promotion.
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- College Students; *Health Education; *Health Programs; Higher Education; Locus of Control; Motivation Techniques; *Participant Characteristics; Personality Traits; *Predictor Variables; Sex Differences; Socialization; Student Attitudes; *Student Interests; Values

Health care providers have become increasingly interested in involving individuals in health promotion activities and programs. To investigate those variables which might predict an individual's interest in becoming involved in health promotion, 84 male and 125 female undergraduates were administered paper and pencil measures to assess their health knowledge, health attitudes, health values, health anxiety, health state, health locus of control orientation, and present involvement in health practices. Subjects indicated their degree of interest in becoming involved in health promotion and the amount of time and effort they would invest in such an endeavor. Correlational and multiple regression analyses revealed that none of the variables, either alone or in combination, were good predictors of intentions to become involved in health promotion. Present involvement was the best predictor, although it only accounted for about 10 percent of the variance. Females were significantly more interested in becoming involved and spending more time and effort than males, but the mean differences were small. The finding that personality characteristics do not meaningfully predict interest in health promotion is congruent with previous research. However, the sex differences were unexpected. This latter finding suggests that health materials, health programs, and health promotion may need to be differentially tailored for the sexes in college age populations. (Author)

ED 235 489 CS 207 652

Petruzzello, Marion C.
Image Makers: Reporters or Sources.
PUB DATE- Aug 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Bias; Comparative Analysis; *Content Analysis; *Feminism; Information Sources; Mass Media; Negative Attitudes; *Newspapers; *News Reporting; Public Opinion; Social Influences; United States History
IDENTIFIERS- *Journalism History; New York Times

To explore how news sources are used by media to create a social image of women during key suffrage events of 1858, 1920, and 1970, the front page stories of the "New York Times" were reviewed for 1 week prior to and 1 week following each of these events: May 14, 1858, the Eighth National Women's Rights Convention in New York City; August 27, 1920, passage of the Nineteenth Amendment by Congress; and August 20, 1970, the first Women's Rights Strike March. Once the "New York Times" policies and historical events of each period were known, investigation began into who were these sources of information and what type of image they projected. Results revealed that the sources of information for all three periods remained much the same. They were men and women dedicated for the most part to the movement issues. Those who traditionally opposed the movement such as the church, government, and police were used as sources to a minimal degree. Although the articles should have produced a positive image of women, they did not. This is in part accounted for by how the reporter interpreted the information. It seemed to make no difference whether the reporter was male or female. The reporter reinforced negative images by using words such as "weakminded" and "wife of" or by writing of the event itself and not of issues surrounding each news story. (HOD)

ED 235 505 CS 207 901

Dobson, L. N.
The Progress of Early Writers as They Discover Written Language for Themselves.
Educational Research Inst. of British Columbia, Vancouver.
REPORT NO.- ERIBC-83-11
PUB DATE- 83
GRANT- DG-347
AVAILABLE FROM- Educational Research Institute of British Columbia, 601 West Broadway, Suite 701, Vancouver, B.C. V5Z 4C2 ($4.60).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Child Language; Classroom Environment; Classroom Research; Classroom Techniques; Communication Skills; Developmental Stages; Discovery Learning; Grade 1; Learning Strategies; Phonics; Primary Education; *Skill Development; Spelling; *Writing Instruction; *Writing Processes; *Writing Readiness; *Writing Research; *Written Language

A study examined the hypothesis that if young children are immersed in a social and psychological setting appropriate for language learning they can learn to write simply by writing. Placed in a supportive classroom environment, 24 first grade students were expected to communicate in writing in any way they could from their first day at school. Teachers encouraged children to find their own strategies to solve problems with spelling and other conventions of written English. They accepted all representations and responded to the meaning of the children's work, rather than to its form. An analysis of the written work, collected daily over an 8-month period, was conducted in terms of R. L. Gentry's developmental stages (precommunicative, semiphonetic, phonetic, and transitional). The results indicated that children can discover the writing system for themselves, and in so doing produce writing that is fluent and comprehensible. Over time, the children demonstrated increasing control over all aspects of the writing process. Each child's writing exhibited characteristics common to those of other young writers, yet each was unique. (Examples of children's writing are appended.) (HTH)

ED 235 571 EA 016 131

Carnoy, Martin
The Role of Capital in Improving Productivity and Creating Jobs.
Stanford Univ., Calif. Inst. for Research on Educational Finance and Governance.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- IFG-PR-83-A15
PUB DATE- May 83
GRANT- OB-NIE-G-80-0111
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- *Capital; Capital Outlay (for Fixed Assets); Economic Change; Economic Research; Employment Patterns; *Investment; Labor Market; *Productivity; *Resource Allocation; Statistical Analysis; Trend Analysis; *Unemployment; Unions; Wages

Causes of the significant decrease in productivity growth and dramatic increase in unemployment in the United States since the mid-1960's are examined in order to test the underlying assumption of current economic policies that increasing capital savings and investments will create fuller and more productive employment. Data on trends in employment, productivity growth, and related variables since World War II are presented and general causes reviewed. The conclusion is that causes may differ between economic sectors, and these differences may be explained by shifts in the concentration of capital from industry and nonfinancial commerce and services to oil, gas, and the banks. In the nonmanufacturing sector, growth of capital investment per employee seems to correlate positively with productivity growth and negatively with the unemployment rate. In manufacturing, however, how and where capital is invested seems more important than the amount invested. Alternative capital allocation strategies furthering increased employment and higher productivity may require worker and government participation and should take into account the relationships between higher productivity and higher wages; growth and consumer demand; accumulation by private and government sectors; and the allocation of capital among sunset and sunrise industries and among sectors, regions, and nations. (MJL)

ED 235 587 EA 016 152

Burnes, Donald W.; And Others
State Governance of Education: 1983.
Education Commission of the States, Denver, CO. Education Governance Center.
SPONS. AGENCY- Spencer Foundation, Chicago, Ill.
REPORT NO.- ECS-R-EG-83-1
PUB DATE- May 83
AVAILABLE FROM- Distribution Center, Education Commission of the States, Suite 300, 1860 Lincoln Street, Denver, CO 80295 ($6.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Educational Policy; *Governance; *Policy Formation; Politics; State Government; State Legislation; State School District Relationship; *Statewide Planning; Trend Analysis

The authors report on major trends and emerging issues in state education policy-making. Two parts cover, first, the history, status, and future of educational governance and, second, the alternatives open to state leaders in structuring and using education commissions. In accounting for trends in educational governance, the authors consider such influences as teacher recruitment, the impact of technology, the needs of special students, and changing administrative practices. The governing structures of elementary/secondary education are classified in four models, emphasizing the differing roles of governors, legislatures, state school officers, and boards and departments of education. The present structures and issues in state governance of higher education are also identified. The second section reports the findings of two studies conducted by the Educational Governance Center. In the first study, interviews with participants in seven states from nine educational commissions provided information on the selection of commission members, their specific duties, the logistics of their meetings, the political climates, the specifying of goals, and comparative commission structures. Another study on the influences on legislative voting analyzed votes on school finance reform to discover legislators' priorities in votes on educational funding. (JW)

ED 235 601 EC 152 668

Horowitz, Sheldon
Fetal Alcohol Effects in Children: Cognitive, Educational, and Behavioral Considerations.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- *Alcoholism; Behavior Patterns; Cognitive Development *Disabilities; *Etiology; Learning Disabilities; *Prenatal Influences

The effects of alcohol on the developing fetus are examined. Noted is the existence of both structural problems (such as microcephaly and cardiac anomalies) and behavioral problems (such as mental retardation and speech and language deficits). The potential damage of alcohol at a very early stage of fetal development is discussed. It is thought that children without physical signs may nevertheless have potential learning difficulties demonstrated by a wide range of performance deficits. The author describes a current study of the cognitive, educational, and behavioral effects of alcohol in children of mothers who drank alcohol during pregnancy. (CL)

ED 235 616 EC 160 468

Potts, Patricia
Special Needs in Education (E241): The Professionals, Unit 7.
Open Univ., Walton, Bletchley, Bucks (England).
REPORT NO.- ISBN-0-335-13124-7
PUB DATE- 82
AVAILABLE FROM- Open University Educational Enterprises, Ltd., 12 Cofferidge Close, Stony Stratford, Milton Keynes, MK11 1BY England (no price quoted).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- Ancillary School Services; Course Content; *Disabilities; Elementary Secondary Education; Interdisciplinary Approach; Professional Education; Professional Occupations; *Professional Personnel; Professional Training; Psychologists; Social Workers; Special Education Teachers; Teachers; Teamwork; Therapists
IDENTIFIERS- United Kingdom

The sixth of 16 booklets designed for use in an Open University course on special education for handicapped students in the United Kingdom, this document features information on the professional groups involved with special education (psychological, paramedical and therapeutic, educational, social, medical, nursing, and legal). Specific roles of educators, health professionals, therapists, social workers and psychologists are delineated for the clinical, community, and residential settings. Teamwork as part of a multidisciplinary approach is discussed, as are issues in client-professional relationships (including confidentiality and accountability) and the relative status of certain professions. The history of the growth of the educational, psychological, social work, health and welfare professions in the United Kingdom is followed by implications for professional training. The potential for overprofessionalization and suggestions for four new types of professionals (peripatetic specialists; advisory support services workers; community based care workers; and laypeople, including parents) is examined. (CL)

ED 235 665 EC 160 824

Trembath, Jack; And Others
The Milani Comparetti Motor Development Screening Test.
Nebraska Univ. Medical Center, Omaha. Meyer Children's Rehabilitation Inst.
PUB DATE- 77
AVAILABLE FROM- Media Resource Center, Meyer Children's Rehabilitation Institute, University of Nebraska Medical Center, 444 S. 44th St., Omaha, NE 68131 ($6.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- *Disabilities; *Evaluation Methods; *Infants; *Motor Development; Neurology; Physical Development; *Screening Tests; Student Evaluation

The manual describes procedures involved in administering and scoring a neurodevelopmental examination of children from birth to 2 years of age. The test is designed to be easily incorporated into routine health programs. The instrument is easily learned, quickly administered, objectively based, and capable of producing early evidence of neuromotor delay or deficits. Drawings are included along with narrative descriptions of tasks to measure reflexes and motor development. A sample chart used for establishing a profile on the children is appended, and scoring is explained to incorporate the child's age in months. Examples of scoring deviant responses are provided. Repeated testing is advised for key periods during the first two years. A sample profile summary and chart with findings and recommendations are among the appendixes. (CL)

ED 235 713 HE 016 668

McPheeters, Harold L.
Factors That Influence the Financing and Cost of Medical Education.
Southern Regional Education Board, Atlanta, Ga.
PUB DATE- 83
AVAILABLE FROM- Southern Regional Education Board, 1340 Spring Street, N.W., Atlanta, GA 30309 ($3.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- College Administration; *College Role; *Costs; *Educational Finance; *Financial Support; Government School Relationship; Graduate Medical Education; Higher Education; Intercollegiate Cooperation; *Medical Education; *Medical Research; Medical Schools; Medical Services; Postdoctoral Education; Private Financial Support; Professional Continuing Education; State Aid
IDENTIFIERS- *College Costs

Financing and cost factors in medical education and the effect of the many missions of a medical school on funding issues are discussed. The teaching mission of medical schools includes undergraduate medical education (preparation for the MD degree), graduate medical education (training of resident physicians), biomedical specialist education, continuing medical education, and education for other health professions. Medical school research can be categorized as basic, clinical, socioepidemiological, and related to health service, while the services medical schools provide can include general and tertiary patient care, specialized centers, consultation, and miscellaneous services such as staff development or public information programs. The cost of medical education is complex because of the blend of missions and because activities for the different areas may be carried out by the same staff persons. States often base funding on formula concepts and on the notion that the medical schools' only mission is undergraduate medical education. The complexities of medical schools and their related academic health centers often are not realized. Additional consideration is given to factors which affect medical school funding and costs: missions; sponsorship; medical schools' relationships with parent universities, academic health centers, and teaching hospitals; demographic characteristics of medical schools; and local administrative decisions. (SW)

ED 235 727 HE 016 702

Draft Registration Implementation. Report Together with Dissenting Individual, Additional, and Separate Views. House of Representatives, Committee on Education and Labor, Ninety-eighth Congress, First Session.

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

REPORT NO.- House-98-74

PUB DATE- 28 Apr 83

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTIONS- Armed Forces; *Compliance (Legal); Delivery Systems; *Eligibility; *Federal Aid; Federal Legislation; Higher Education; *Military Service; Program Implementation; *Student Financial Aid; Student Responsibility

IDENTIFIERS- *Department of Defense Authorization Act 1983; *Draft Registration; Selective Service

A report on a bill to delay the effective date for the denial of federal aid to students who have failed to comply with draft registration requirements is presented. The bill also directs the Comptroller General to conduct an ongoing study of the effectiveness of the Department of Defense Authorization Act of 1983 (Solomon/Hayakawa amendment) in enforcing selective service registration requirements. Proponents of the bill believe that enactment of a 7-month delay in the implementation of the amendment will avert possible problems in the delivery of federal student aid for the 1983-1984 academic year. Proponents also note that higher education institutions are confused about how to proceed to comply with the legislation. Attention is directed to the legislative history of the bill, a section-by-section analysis, and a Congressional Budget Office cost estimate. Dissenting views on the bill and federal court action are also considered, and comments on the bill by E. Thomas Coleman, Bill Goodling, Steve Gunderson, and Frank Harrison are included. (SW)

ED 235 395 CE 800 026

Hardrick, Juanita; And Others
Workshop Helper: Tips on How To Run a Successful Workshop.
Humphrey Occupational Resource Center, Boston, MA.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Activities; Check Lists; Evaluation; Guidelines; Leaders Guides; *Leadership Responsibility; Organization; *Planning; *Workshops

Guidelines are presented to aid workshop leaders when planning and facilitating workshops. Listed are: (1) five types of activities for workshop participants; (2) six kinds of workshop formats; (3) three questions to ask when planning workshops; (4) preplanning steps to follow when organizing a workshop; (5) suggestions for workshop leaders; (6) a checklist of prearrangement details; and (7) starter activities which can be used to encourage group interaction among those attending workshops. A workshop evaluation form is also provided. (JW)

ED 235 632 EC 160 489

Bero, Francesca E.
Teaching the "Ineducable": The Impact of Sensationalist Philosophy on Educational Thought and Practice.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Educational Philosophy; History; *Mental Retardation; *Sensory Experience; *Sensory Training; *Theories
IDENTIFIERS- Condillac (Abbe de); Locke (John); Rousseau (Jean Jacques)

The paper traces the influence of theories of J. Locke, J. Rousseau and the Abbe de Condillac on the development of educational programs for persons with mental retardation under J. Itard and E. Seguin. Itard's emphasis on sensory activities is discussed, as is his collaboration with Seguin. The effects of their work on M. Montessori, specifically on her stress on the senses of touch and vision are considered. Contemporary practices which emphasize sensory training are traced to these earlier theorists. Appended materials include illustrations of Montessori's sandpaper letters, Sequin's texture board and training apparatuses, and gymnastic exercises designed to improve perceptual motor development. (CL)

ED 235 308 CE 037 007

Rouse, Bill, Comp.
How to Develop PACs. Performance and Competency-based Student Materials.
Mississippi Research and Curriculum Unit for Vocational and Technical Education, State College.; Mississippi State Dept. of Education, Jackson. Div. of Vocational and Technical Education.

PUB DATE- Sep 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Behavioral Objectives; Competence; *Competency Based Education; Curriculum Development; Evaluation Methods; Glossaries; Guidelines; Instructional Development; *Instructional Materials; Job Skills; *Learning Activities; *Material Development; Program Descriptions; Records (Forms); Resources; Secondary Education; *Student Evaluation; Task Analysis; Teacher Developed Materials; *Vocational Education
IDENTIFIERS- *Performance and Competency Based Student Materials

This booklet is designed for developing performance and competency-based student materials (PACs). The PAC, an instructional tool that focuses on helping students master a specific objective, lends itself to vocational instruction. The first nine sections of the guide, consisting of information to assist teachers in gathering background materials for the development of a PAC, address the following topics: program descriptions, occupational competencies, program blocking, task listing sheets, task detailing sheets, general and specific performance objectives, and evaluation of general and specific objectives, (including samples). The final three sections contain guidelines for assembling the PAC, specifically: (1) the introduction to the individual learning PAC; (2) written instructions for the learning activities designed to meet the specific objectives and lists of needed resources; and (3) resource sheets (sheets used for general information, self checks, diagrams, project procedures, fact sheets, etc.). Appended to the guide are a glossary, a curriculum organizational chart, and a list of action verbs for use in introducing competencies or tasks. (MN)

Darling, Sharon; And Others
Attitudes, Application, Action: Employability Skills for the Adult Literacy Student.
Jefferson County Public Schools, Louisville, Ky.
SPONS. AGENCY- Kentucky State Dept. of Education, Frankfort.
PUB DATE- 83
AVAILABLE FROM- Jefferson County Adult Education, 4409 Preston Highway, Louisville, KY 40213 ($2.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Adult Basic Education; *Adult Literacy; *Adult Reading Programs; Behavioral Objectives; Classroom Techniques; Employment Interviews; *Employment Potential; Employment Qualifications; Guidelines; Instructional Materials; Job Application; Job Search Methods; *Job Skills; Learning Activities; *Literacy Education; Portfolios (Background Materials); Records (Forms); Self Evaluation (Individuals); Vocational Adjustment; Work Attitudes
IDENTIFIERS- 310 Project; Jefferson County Adult Reading Program KY; Resumes

This instructor's guide, one in a series of works dealing with adult literacy education, consists of materials for use in helping adult literacy students to develop employability skills. Addressed in the individual sections of the guide are assessing job skills, attitudes, resumes and job applications; job interviews; keeping a job; and establishing contacts via telephone. Each section contains some or all of the following: an introductory note to the instructor concerning the special needs of undereducated adults and suggested teaching strategies, one or more student activities, sample forms and documents, and lists of helpful suggestions for getting and keeping a job (MN)

ED 235 352 CE 037 163

Child Guidance for Child Caregivers: Instructor's Guide.

Texas Tech Univ., Lubbock. Home Economics Curriculum Center.
SPONS. AGENCY- Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
PUB DATE- Jun 83
AVAILABLE FROM- Home Economics Curriculum Center, Box 4067, Texas Tech University, Lubbock, TX 79409.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Annotated Bibliographies; Behavior Change; *Behavior Development; *Behavior Modification; Behavior Problems; *Child Caregivers; *Child Development; Childhood Needs; *Day Care; Day Care Centers; Infant Behavior; Learning Activities; Lesson Plans; Postsecondary Education; Student Evaluation; *Teaching Methods; Test Items; Transparencies; Units of Study; Vocabulary; Young Children

This instructor guide is designed for use by postsecondary child development instructors in courses that have both lecture and laboratory sections. The guide is organized into five units covering the following subject matter: foundations and assumptions about child caregiving, development of young children, indirect guidance of children's activities through manipulation of the physical environment, direct guidance of children's behavior, and strategies for promoting desirable behavior in children and coping with undesirable behavior. At the beginning of each unit, performance objectives and references are listed. Suggested classroom learning experiences provide instructors with teaching strategies to help students achieve the objectives. The unit test includes multiple-choice and essay questions. Transparency and handout masters, which follow the last unit, may be reproduced as needed for classroom use. The instructor guide also contains a glossary, glossary test, answer keys, and annotated bibliography. (KC)

ED 235 367 CE 037 284

Spignesi, B.

Pre-Alignment Checks. Automotive Mechanics. Steering & Suspension. Instructor's Guide and Student Guide.

State Fair Community Coll., Sedalia, Mo.
REPORT NO.- AM-83-271
PUB DATE- Feb 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- *Auto Mechanics; Behavioral Objectives; Classroom Techniques; *Equipment Maintenance; Guidelines; Individualized Instruction; Instructional Materials; *Job Skills; Learning Modules; *Mechanical Skills; Postsecondary Education; Secondary Education; *Trade and Industrial Education
IDENTIFIERS- Automobile Alignment; Automobiles; *Steering (Automotive); *Suspension (Automotive)

This instructional package, one in a series of individualized instructional units on automotive steering and suspension, consists of a student guide and an instructor guide dealing with prealignment checks. Covered in the module are the following steps in a prealignment check: checking the ride height of a vehicle, checking the ball joints and the suspension pivot point, checking the front wheel run-out, checking the steering linkage, checking the stabilizer and shock absorbers, and checking the rear-end mounting and pivot points. The student module contains an introduction, a list of procedures for completing the module, and an information sheet. Included in the instructor guide are an introduction, performance objectives, a list of references, suggested instructional methods, a suggested activity, a prealignment check worksheet, a student test, answers to the student test, and an instructional script. (MN)

Drug Abuse Prevention for You and Your Friends.

Porter, Novelli and Associates, Inc., Washington, D.C.

SPONS. AGENCY- National Inst. on Drug Abuse (DHHS/PHS), Rockville, Md.
REPORT NO.- DHHS-ADM-81-583
PUB DATE- 81
GRANT- NIDA-ADM-271-77-4509
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTIONS- *Adolescents; Antisocial Behavior; *Drug Abuse; *Drug Education; Drug Use; Illegal Drug Use; Individual Characteristics; *Peer Influence; *Prevention; Secondary Education; Self Concept; Social Influences; Social Support Groups

This booklet, written for adolescents, focuses on the individual's role and responsibility, both to themselves and their friends, in preventing drug abuse problems. Short statements define the influence of peer pressure on prevention, friendship, and intervention. The results of a ninth grade student survey list 22 reasons for using drugs, emphasizing the common themes of mood alteration and escapism. Healthy, positive alternatives to the pressures and frustrations of growing up are suggested. Factual information is given on drugs and their effects, including social drugs, stimulants, depressants, narcotics, mind-changers, and other hallucinogens. Intervention approaches are discussed. National resources on alcohol, drug abuse, and mental health information, a bibliography including National Institute on Drug Abuse publications, and a listing of state agencies dealing with drug abuse prevention, are provided. (BL)

Jacobs, Keith W.; Valadie, Michelle

Requesting Reprints: Tests of Two Different Strategies.

PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Communication Research; Cost Effectiveness; Feedback; *Information Dissemination; *Psychologists; *Publications; *Reaction Time; Standards; User Satisfaction (Information)
IDENTIFIERS- *Compliance (Behavior)

In academic, scientific and professional communities, individuals request reprints of published articles from the authors of those articles. To investigate the effect of the method of communication, letter or postcard, with or without a personal handwritten note, on request compliance rate and response latency, two separate studies, in 1979 and in 1981, were conducted. The 1979 study contained 120 psychological reprint requests, 30 per condition, while the 1981 study contained 200 requests, 50 per condition. Replies were recorded for a 30 day period in the first study, with a compliance rate of 54 percent, and for a 60 day period in the second study, with a compliance rate of 76 percent. An analysis of results showed that the compliance rate was not affected by the form of communication. However, in the 1979 study, adding a personal note to either a letter or postcard delayed the latency response. In the 1981 study, an interaction occurred between the variables, with the longest latencies occurring for letters with personal notes and for postcards without notes. Both authors and individuals requesting reprints should consider these findings in terms of professional behavior, cost-benefits, and timelines of information. (BL)

ED 235 457 CG 400 181

Social Skills: Alternatives to Aggression.
Hawaii State Dept. of Education, Honolulu. Office of Instructional Services.; Hawaii State Dept. of Health, Honolulu.
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Aggression; *Behavior Change; Conflict Resolution; Intermediate Grades; Interpersonal Communication; *Interpersonal Competence; Learning Activities; Learning Modules; Listening Skills; *Prosocial Behavior; Relaxation Training; Self Evaluation (Individuals); Student Behavior; Units of Study
IDENTIFIERS- Anger; PF Project; Teasing

The goal of this unit is to assist students in understanding and practicing pro-social skills as alternatives to aggressive behavior. Intended for grades four to seven, the unit contains seven modules: (1) "Self-Appraisal"; (2) "Relaxation"; (3) "How to Listen"; (4) "Communicating Your Wants to Others"; (5) "Controlling Your Anger"; (6) "Responding to Teasing"; and (7) "Negotiation." Included in each module are an overview, goals, activities, debriefing ideas, competency evaluation suggestions, and positive feedback activities. The appendix offers relaxation exercises which are recommended for use at the beginning of each module, and additional positive feedback activities. A pre/post questionnaire for assessing student behavior is also included. (DC)

ED 235 473 CS 007 329

Smith, Cyrus F., Jr.; Harrison, Margaret Drumm
A Comparative Analysis of Three Widely Used Graded Word Reading Tests.
PUB DATE- Oct 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Comparative Analysis; Elementary Secondary Education; Females; Males; Reading Diagnosis; Reading Instruction; *Reading Research; *Reading Tests; Sex Differences; *Test Reliability; Test Reviews; *Word Lists; Word Recognition
IDENTIFIERS- *Graded Word Reading Tests; San Diego Quick Assessment; Wide Range Achievement Test

To determine if different graded word lists can be used interchangeably for assessment purposes, and to determine if age, grade, or sex affects performance on the different graded word lists, a study examined the Wide Range Achievement Test (WRAT), Levels I and II, the San Diego Quick Assessment, and the Graded Word Reading Test by F.J. Schonell. The three lists were administered to 283 pupils in grades 3 through 12. The word lists were collated in random order and were administered over a two-week period. Results showed that mean scores on the WRAT I, WRAT II, and the Graded Word Reading Test were relatively consistent and all correlation coefficients were significant at the .01 level. However, the mean score on the San Diego Quick Assessment was about one year below the other two. Mean scores for boys and for girls with the San Diego Quick Assessment were 5.05 and 5.79 respectively. No such differences were found for the Graded Word Reading Test or for either form of the WRAT. Conclusions suggest that the San Diego Quick Assessment should be used cautiously when making comparisons within a mixed group. (HOD)

ED 235 539 CS 504 399

Kunkel, Dale; Kovaric, Peter
Mental Effort and Learning from TV: Comparing Expectations for PBS and Commercial Network Programming.

PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Audience Analysis; *Cognitive Processes; College Students; *Commercial Television; Communication Research; Comparative Analysis; Expectation; Higher Education; *Knowledge Level; *Programing (Broadcast); *Public Television; Student Attitudes; *Television Research; Television Viewing

A study investigated the idea that the amount of knowledge viewers extract from exposure to television is a function of the amount of mental effort involved in processing the program content, and that the mental effort invested in viewing is partly a function of people's expectations about the demand characteristics associated with the content. Since research data have established that people report using greater mental effort for viewing Public Broadcasting Service (PBS) programing than for commercial network shows, subjects in two experimental conditions were told that they were going to view a show intended for broadcast on PBS, while those in the other two conditions were told that the same show was to be shown on commercial television. In addition, one group in each condition was told that it would be asked to evaluate the show after viewing, while the other two groups were told that they would have to complete a questionnaire afterwards. Immediately after viewing, all students completed an instrument measuring their affective responses to and learning from the show. Results showed a trend of increased learning from the groups told that the program was designed for PBS, although this was over-ridden in the group warned that it would be questioned afterwards. The mental effort reports were inconsistent with previous research showing greater effort being used for PBS program content. (FL)

ED 235 556 EA 016 115

Bell, T. H.

A Compendium of Quotations by the Secretary on Education Issues and the Role of the Federal Government in Education. Part I--1983, Part II--1982.

Office of Gifted and Talented (ED), Washington, DC.

PUB DATE- Aug 83

LANGUAGE- English

EDRS Price - MF01/PC14 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTIONS- Adult Education; Educational Improvement; Elementary Secondary Education; *Federal Aid; *Federal Government; Federal Legislation; *Federal Programs; *Federal State Relationship; *Government School Relationship; Higher Education; Persuasive Discourse; Retrenchment; Special Education; Vocational Education

IDENTIFIERS- *Bell (Terrel H); National Commission on Excellence in Education

Drawn from speeches, interviews, and hearings, these statements by Secretary of Education, T. H. Bell, address a broad range of issues involving the federal role in education. Quotations are grouped for 1983 and 1982 and include such topics as accreditation, black colleges, civil rights, consumer and vocational education, excellence in education, master teachers, special education, selective service, prayer, Martin Luther King, student aid, grants, loans, budget cuts, tuition tax credits, art, basic skills, bilingual education, adult education and rehabilitation, citizenship education, deregulation and consolidation of programs, research, the role of parents and school boards and the Secretary, rural and urban education, school success, and science and math and language courses. Quotations are arranged alphabetically by topic. (MJL)

ED 235 649 EC 160 806

Chronicle of Academic and Artistic Precocity, Vol. 1, No. 3, May/June 1982.

Arizona State Univ., Tempe, Dept. of Special Education.

PUB DATE- 82

AVAILABLE FROM- Chronicle of Academic and Artistic Precocity, c/o PSAP, Department of Special Education, Arizona State University, Tempe, AZ 85287 ($7.50 per year).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Collected Works - Serials (022)

DESCRIPTIONS- *Delivery Systems; Elementary Secondary Education; *Gifted; Program Descriptions; *State Legislation; State Surveys; Statistical Data; *Summer Programs; Talent

IDENTIFIERS- *Arizona; *Project for Study of Academic Precocity

The Chronicle contains two major articles and several smaller articles concerned with education of the gifted. "Special Educational Services for Gifted Students in Arizona: Description of Programs and Analysis of the Short-Term Impact of the State's Legislative Mandate," by S. Cohn and V. Riccardo, reports on a survey of all Arizona school districts concerning their services for the gifted. Statistics are reported concerning: compliance with the mandate, program longevity, ages of students served, percentage of schools within the district with special programs, program funding, types of programs, enrichment options, identification procedures, and program evaluation. Noted is a doubling in the number of districts reporting having special programs for gifted students. The second article, "PSAP's Summer Residential Program" by Craig Burton, describes the summer program of the Project for the Study of Academic Precocity, which is serving gifted and talented 7th and 8th graders at Arizona State University. Brief articles examine the International Baccalaureate program, a new Arizona law requiring separate mathematical and verbal reasoning scores for identifying gifted students, the role of the community in public education, the Junior Great Book Series, and suggested directories of resources for the gifted and talented. (CL)

ED 235 381 CE 037 317

Sypher, Jane; Raspa, Salvatore

Training Guide for Career Education.

Saint Mary's County Board of Education, Leonardtown, Md.
SPONS. AGENCY- Maryland State Dept. of Education, Baltimore.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Behavioral Objectives; *Career Development; *Career Education; *Career Planning; Classroom Techniques; Community Resources; Community Support; Educational Resources; Guidelines; High Schools; Learning Activities; *Program Development; Resource Centers; *School Community Relationship; Teaching Methods; Test Items; Workshops
IDENTIFIERS- *Career Resource Centers; Saint Marys County Public Schools MD

This guide explains the phases of the career education program at Great Mills High School (Maryland) as a means of helping other schools and school systems to initiate similar programs. Based on 4 years of experience at Great Mills High School, the guide provides career education activities for the 9th through 12th grades. The activities include career assessments, shadowing, internships, and in-school career and/or college research. These activities are broken down according to grade level and can be used separately or in a grade-by-grade progression. (Since the Great Mills staff, who wrote the guide, realize that maintaining funds and staff for this work can be difficult, many of the activities can be administered and coordinated by classroom teachers or guidance counselors in lieu of career education resource people.) Also included in the guide are ideas and guidelines for developing and making use of career resource centers and for developing community resource sites. (KC)

ED 235 396 CE 800 028

When I Grow Up... Career Activities for Kindergarten through Sixth Grade.

Oklahoma State Dept. of Education, Oklahoma City. Curriculum Div.

PUB DATE- 82

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTIONS- *Career Awareness; Career Education; Class Activities; Demand Occupations; Elementary Education; Learning Activities; *Occupational Clusters; Resource Units

This resource unit provides activities and resources for career awareness at the elementary school level. Student pages which can be used as a basis for activities are included for both primary and intermediate levels. The student pages are related to the following job areas in which growth has been predicted: (1) manufacturing; (2) foods; (3) transportation; (4) health services; (5) banking/insurance/real estate; (6) energy; and (7) computers. On the back of each student page is a teacher's checklist for planning activities. Twenty-nine career awareness activities are then offered. Additional materials include a list of fifteen job clusters, an alphabetical list of careers, and a career interview sheet. Resources which are provided include bibliographies of books on careers and work, suggestions for a multimedia collection, addresses for career information, sources of commercially produced materials, and a list of audiovisual materials. (DC)

ED 235 522 CS 504 336

Bybee, Carl R.; Cahn, Dudley D.
Communication Policy and Theory: Current Perspectives on Mass Communication Research.
PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- *Communication (Thought Transfer); Communication Research; *Cultural Differences; *Information Dissemination; *Mass Media Effects; Media Research; *Models; *Policy Formation; Political Influences; Social Networks; Socioeconomic Influences; Telecommunications

The integration of American and European mass communication research models would provide a broader sociocultural framework for formulating communication policy. Emphasizing a functional approach, the American diffusionist model assumes that society is a system of interrelated parts naturally tending toward a state of dynamic equilibrium. The European model, however, postulates a society not in equilibrium but in constant flux owing to conflict among competing interest groups. Consequently, while American research tends to focus on mass media's effect on the individual and general role in the socialization process, European studies concentrate on the distribution of control over telecommunications. To integrate these two models, a theory must consider both individual actions and socioeconomic forces affected by and affecting the mass media, and must reconcile views of society in conflict and in equilibrium. Possible effects of this fusion for mass communication study and policymaking include (1) new understanding of the mass media's close relationship with the entire social system, (2) expansion of the scope of research to include social as well as psychological implications, and (3) greater consideration of cultural differences in policy decisions. (MM)

ED 235 602 EC 160 045

Williams, Ben H.; And Others

Project OMNI: Orientation & Mobility for Needed Independence. A Pre-Requisite Orientation and Mobility Skills Development Curriculum.

Montgomery County Intermediate Unit 23, Blue Bell, Pa.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg.
PUB DATE- Jun 82
LANGUAGE- English
EDRS Price - MF03/PC24 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Communication Skills; Concept Formation; Curriculum Guides; *Daily Living Skills; *Disabilities; Emotional Disturbances; Hearing Impairments; Learning Activities; Learning Disabilities; Mental Retardation; Motor Development; Physical Disabilities; Spatial Ability; *Transportation; *Travel Training; Visual Impairments
IDENTIFIERS- Project OMNI

The Project OMNI curriculum is intended to help students develop necessary prerequisite skills for independent travel. The teacher's guidebook provides an overview of the OMNI curriculum components (individual student inventories, individual student profiles, and curriculum modules); discusses the relation of the module areas to the mobility process; outlines skill development, as presented in the basic skills guidebook; provides background for the OMNI activities; discusses the role of the classroom teacher; and suggests administration procedures. The basic skills guidebook details skills and concepts in five areas: sensory development, motor development, concept development, communication, and spatial concepts. Each of the topic areas is introduced and discussed in terms of functional implementation. The bulk of the document consists of project activity cards focusing on indoor and outdoor mobility and transportation concepts. Appendices include: a listing of materials and resources available to teach, supplement, or reinforce the specific skill areas identified by Project OMNI, listed alphabetically by publisher or author; a description of special considerations, arranged by exceptionality; an outline of suggested modifications of OMNI activities; a glossary; sample project forms; and mobility suggestions and considerations for parents. (CL)

ED 235 633 EC 160 490

Sigelman, Carol K.; And Others
Communicating with Mentally Retarded Persons: Asking Questions and Getting Answers.
Texas Tech Univ., Lubbock. Research and Training Center in Mental Retardation.
SPONS. AGENCY- National Inst. of Handicapped Research (ED), Washington, DC.
PUB DATE- 83
GRANT- NIHR-16-P-56819/6
AVAILABLE FROM- Texas Tech University, Research Training Center in Mental Retardation, Box 4510, Lubbock, TX 79409 ($15.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Journal Articles (080) Reports - Research/Technical (143)
DESCRIPTIONS- Attitudes; *Communication Skills; *Interviews; Language Acquisition; *Mental Retardation; *Questioning Techniques; Research Methodology

The study was undertaken as part of an effort to poll mentally retarded persons about their needs, attitudes, and circumstances in order to form an information base for policymaking. Five different studies were conducted to determine the ability of mentally retarded people to understand questions and use speech to convey facts and opinions. Each study involved interviewing mentally retarded children or adults as well as a "significant other." In chapter two, a review of the literature cites research implications for interviewing mentally retarded people. The five study designs are described in the next chapter, with attention to measuring responsiveness and analyzing reliability and validity. The fourth chapter reviews the logistical aspects of the interview approach and offers suggestions for such aspects as obtaining consent, scheduling, and using specific questioning approaches. Chapter five focuses on responsiveness and discusses the difficulties interviewees had in providing appropriate responses. Chapter six evaluates the reliability of interviewee responses over time, while chapter seven assesses the validity of responses (using correct-incorrect questions and agreement with parents/attendants as measures of validity). In chapter eight, direct comparisons of alternative questioning strategies are presented. Following a summary chapter, appendices provide sample interview schedules, suggestions for accessing mentally retarded persons for interviews, and sample explanation/consent forms. (CL)

ED 235 683 FL 013 982

Foreign Language Assistance for National Security Act. Hearing on H. R. 2708 to Further the National Security and Improve the Economy of the United States by Providing Grants for the Improvement of Proficiency in Critical Languages, for the Improvement of Elementary and Secondary Foreign Language Instruction... before the Subcommittee on Elementary, Secondary,and Vocational Education of the Committee on Education and Labor. House of Representatives, Ninety-Eighth Congress, First Session.

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

PUB DATE- 9 May 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTIONS- Elementary Secondary Education; Federal Aid; *Federal Legislation; Hearings; Higher Education; *Second Language Instruction; Study Abroad; *Uncommonly Taught Languages
IDENTIFIERS- Congress 98th

The proceedings of the hearing on proposed legislation to fund foreign language instruction in critical languages are presented. Included are the text of H.R. 2708, statements by two educators, and an assortment of prepared statements and letters. The bill provides grants for improving language instruction at all educational levels. Among the instructional programs to be funded are study abroad programs for the study of Spanish, Portuguese, Arabic, Japanese, Chinese, Korean, Russian, Hindi, and African languages. (RW)

Enhancing Academic Advising Skills: A Resource Manual for Staff Development.

Wisconsin Univ., Milwaukee. Counseling and Advising Network.

PUB DATE- Apr 81
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Academic Advising; *Counseling Techniques; Departments; Educational Policy; Ethics; *Faculty Advisers; Faculty Development; Graduation Requirements; Helping Relationship; Higher Education; *Information Needs; Privacy; Skill Development; *Staff Development; Student College Relationship; Student Evaluation; Student Records
IDENTIFIERS- *University of Wisconsin Milwaukee

A handbook for improving the skills of academic advisors, and specifically advisors at the University of Wisconsin, Milwaukee (UWM), is presented. Attention is directed to four main topics: philosophies, goals, policies and procedures of the university; job-specific knowledge of the school/division; ethical concerns; and advising skills and techniques. It is suggested that advisors should be provided with a manual containing specific information about academic requirements and procedures and careers related to the academic area. Ethical concerns, which are addressed in a UWM policies manual, are identified, including policies regarding student records, sexual harassment, and the advisor's anecdotal records. The following advising skills and techniques are briefly discussed: establishing rapport, nonverbal communication, active listening, types of questions that can be used, information giving, and problem solving and decision making. Advisor attitudes that affect advising are also addressed: cross cultural awareness, respect for individuals, and involvement as a person. Lastly, student assessment and the monitoring of progress in academic performance are discussed. A list of reference materials, many of which pertain to UWM, and a bibliography are included. (SW)

ED 235 338 CE 037 124

Agricultural Mechanics. V-A-1 to V-E-1. Basic V.A.I.

Texas A and M Univ., College Station. Vocational Instructional Services.

SPONS. AGENCY- Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
PUB DATE- 80
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Agricultural Education; *Agricultural Engineering; Agricultural Machinery; *Carpentry; Construction (Process); Equipment; *Hand Tools; Job Skills; *Metal Working; Occupational Information; Occupational Safety and Health; Postsecondary Education; Safety Education; Secondary Education; Test Items; Units of Study; *Vocational Education
IDENTIFIERS- Texas

This packet contains five units of informational materials and transparency masters with accompanying scripts, skill sheets, and safety tests for teacher and student use in an agricultural mechanics course in vocational agriculture. The first unit introduces the agricultural mechanics shop, covering the following topics: importance of agricultural mechanics, shop rules and regulations, and shop safety and clean-up. The second unit covers farm carpentry in 10 topic sections that deal with using hand tools, along with providing information on uses of various types of lumber. In the third unit, cold metal work is outlined, with eight topic sections covering identification of common kinds of metal, cutting cold metals, filing cold metals, bending and shaping metal, drilling holes, taping and threading, bolting and riveting, and removing broken bolts. The fourth unit covers selecting and applying paint, while the final unit discusses conditioning hand tools. Each topic section of the units contains information sheets, scripts for transparencies, references, and transparency masters. These materials are for teacher use. For the student, the packet contains 39 agricultural mechanics skill sheets, each sheet with an identified skill and a list of materials needed, procedures and illustrations, and additional suggested student activities. A battery of tests on safe uses of various tools completes the student materials. (KC)

ED 235 412 CG 016 945

Hess, Harrie F.

Height as a Determinant of Submission and the Assignment of Responsibility.

PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Behavior Patterns; *Body Height; Individual Differences; *Individual Power; *Interaction; Interpersonal Relationship; Predictor Variables; Responses; Responsibility; Salaries; Sex Bias; State of the Art Reviews
IDENTIFIERS- Dominant Behavior; *Submissive Behavior

Height is one important variable among many in the elicitation of the submissive response. In addition to overt behavioral components, the submissive response involves a cognitive component, in which oneself is perceived as smaller and weaker, and an affective component, consisting of a feeling of intimidation by the other. Submission is a species-specific response pattern, basically unlearned but affected by experience. While the dyadic relationship is usually the basis of the height-submission relationship, height differentials are hypothesized to exert predictably similar consequences in group situations, where the submission to height by many individuals leads to the assignment of leadership and responsibility. This behavior pattern constitutes a relatively stable trans-situational personality characteristically typifying the behaviors of dominant or submissive individuals. Height, through the mediation of the submission variable, is seen as a determinant of the outcome of certain significant social interactions, such as the assignment of pay and status. Since height differential acts as a sign-stimulus both within and across sexes, females, only 25 percent of whom are taller than the average male, tend more than males to assume submissive roles, and to be less frequently assigned positions of dominance, authority, and high pay. Understanding the importance of height may have significance in reaching a better understanding of the phenomena attributed to sexism and of social processes in general. (JAC)

ED 235 458 CG 400 188

Guidance: A Better Way!

Association of California School Administrators.

PUB DATE- 83
AVAILABLE FROM- Foundation for Educational Administration, 1575 Old Bayshore Highway, Burlingame, CA 94010 (price available upon request).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Annotated Bibliographies; *Counseling Services; Elementary Schools; Elementary Secondary Education; *Guidance Programs; High Schools; Junior High Schools; Middle Schools; Program Descriptions; Program Development; Resource Materials; *School Counseling; *School Guidance
IDENTIFIERS- California; PF Project

Descriptions of successful school counseling and guidance programs are offered as a resource for those responsible for developing or improving such programs. Following brief recommendations on program planning, one-page descriptions are presented for 54 California counseling and guidance programs. Each description includes the name, address, and telephone number of a contact person. The programs are divided into five categories: (1) elementary school; (2) middle school; (3) junior high school; (4) high school; and (5) all levels. A 32-item bibliography provides brief annotations to resources on comprehensive counseling and guidance programs, school climate, personal/social counseling, academic planning, and career planning. Appendices include the California State Board of Education policy on guidance and counseling and the Presenter's Guide for a slide/tape show intended to accompany this notebook. (DC)

ED 235 490 CS 207 667

Rush, Ramona R.
A Different Call to Arms: Women in the Core of the Communications Revolution.
PUB DATE- Aug 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Behavior Patterns; *Career Development; Careers; *Communications; Competition; Cooperation; *Females; Feminism; *Futures (of Society); *Leadership; Males; Models; Sex Bias; Sex Role; Social Change
IDENTIFIERS- *Communicator Style

A "best case" model for the role of women in the postindustrial communications era predicts positive leadership roles based on the preindustrial work characteristics of cooperation and consensus. A "worst case" model finds women entrepreneurs succumbing to the competitive male ethos and extracting the maximum amount of work from employees in an industrialized service economy. A brief review of successive communication technologies and the current status of women in communication fields suggests that women are going to have to enter into a process of "demythifying" future roles if new communication patterns are to effected. Women, as the world's "minoritized majority," have the experience and knowledge to promote a new world order based on a democratization of knowledge. Women must contribute their own insights, intuitions, experiences, research, interpretations, philosophies, and theories to world views and world hypotheses. Expanded and linked coalitions of women in all fields and endeavors can substantially aid in these efforts. (Author/FL)

ED 235 506 CS 207 902

Sword, Jeane
The What and How of Book Selection: Research Findings.
PUB DATE- Apr 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Childrens Literature; Elementary Education; Evaluation Criteria; Fiction; Holistic Evaluation; Intermediate Grades; Kindergarten; Oral Reading; Reading Aloud to Others; *Reading Materials; *Reading Material Selection; *Reading Research; Resource Materials; Surveys; *Teacher Attitudes

A review of the literature on read-aloud programs reveals two studies that extensively examine program content and practices and teacher procedures. The first study, conducted in 1969, compiled responses from 582 intermediate teachers of grades four, five, and six throughout the United States. The second study, conducted in 1979, surveyed 29 kindergarten teachers in a large northern Minnesota city. Findings from the studies showed that in both kindergarten and intermediate grades the largest category of books teachers read orally to children is fiction. In the intermediate grades study, the quality of teacher selected books was determined by checking the list of titles against two standard bibliographies: "Children's Catalog," and "The Elementary School Library Collections." The kindergarten study used a set of criteria for evaluating the quality of plot, characterization, and style of picture story books. In consideration of personal teacher evaluation of a given book, two facts stood out: 85% to 100% of the teachers relied on their own knowledge in book selection; but in regard to quality of literature chosen, only one-fourth to two-fifths of the books selected for the read-aloud programs were categorized as top quality. The most frequently used book selection aids were "The Instructor," for intermediate teachers, and the "Bibliography of Books for Children" for kindergarten teachers. (HOD)

ED 235 572 EA 016 132

Levin, Henry M.; Schutze, Hans G.

Economic and Political Dimensions of Recurrent Education. Policy Paper No. 83-C2.

Stanford Univ., Calif. Inst. for Research on Educational Finance and Governance.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- May 83
GRANT- OB-NIE-G-80-0111
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Adult Learning; Career Ladders; Change; Development; *Educational Change; *Financial Support; Industrialization; Job Development; Labor Force Development; *Lifelong Learning; Occupational Mobility; Postsecondary Education; Professional Development; *Technological Advancement; Training Allowances; Youth Employment

This paper, the introductory chapter to a forthcoming book ("Financing Recurrent Education"), discusses the political and economic dimensions of life-long learning (recurrent education) and suggests methods by which a recurrent education system might be constructed and financed. The decline in youthful labor force entrants and forecasted changes in technology and the labor force are producing a need for a system that provides opportunities for education and training throughout the life cycle of workers. The author presents nine different motives for advocating the expansion of recurrent education and points out that this very diversity of approaches and motives may be the greatest political obstacle to its adoption and implementation. A bibliography is included. (MD/MLF)

ED 235 588 EA 016 153

Action for Excellence. A Comprehensive Plan to Improve Our Nation's Schools.

Education Commission of the States, Denver, CO. Task Force on Education for Economic Growth.

PUB DATE- Jun 83
AVAILABLE FROM- Distribution Center, Education Commission of the States, 1860 Lincoln, Suite 300, Denver, CO 80295 ($5.00).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Educational Finance; *Educational Improvement; *Educational Quality; *Educational Trends; Elementary Secondary Education; Equal Education; *Minimum Competencies; *Productivity; Public Schools; School Business Relationship; School Effectiveness; *Student Educational Objectives; Teacher Improvement; Technological Advancement.

Following an argument for improving the quality of public education to further the nation's economic growth, current educational deficiencies are analyzed and an action plan presented. Methods for implementing the following recommendations are outlined: (1) governors, state legislators, boards of education, educators, and business leaders should collaborate to develop and promptly put into effect plans for improving education in the public schools; (2) broader and more effective partnerships between educators and leaders in business, labor, science, and technology should be created for improving education statewide and locally; (3) resources essential for improving the schools should be marshalled; (4) teachers should be more highly regarded and the profession upgraded; (5) the academic experience should be intensified and made more productive, especially through firm and demanding requirements; (6) teaching and student achievement should be objectively evaluated; (7) principals' leadership and school management should be improved; (8) programs should be expanded and participation encouraged for students whose needs are presently not addressed. Various encouraging signs are cited as promising success in achieving a higher quality of education for all in addition to greater equality of educational opportunity. A list of redefined and upgraded basic skills and competencies for productive employment is appended. (MJL)

ED 235 617 EC 160 469

Sutton, Andrew
Special Needs in Education (E241): The Powers That Be, Unit 8.
Open Univ., Walton, Bletchley, Bucks (England).
REPORT NO.- ISBN-0-335-13125-5
PUB DATE- 82
AVAILABLE FROM- Open University Educational Enterprises, Ltd., 12 Cofferidge Close, Stony Stratford, Milton Keynes, MK11 1BY England (no price quoted).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- *Disabilities; *Educational Policy; Elementary Secondary Education; Foreign Countries; *Legislation; Policy Formation; *Political Influences; Politics; Socioeconomic Influences; *Special Education
IDENTIFIERS- United Kingdom

This booklet, one of 16 designed for use in an Open Universtiy course on the education of handicapped students in the United Kingdom, deals with the formation and implementation of relevant legislation and policy. The legislative foundations of the special education system in England and Wales, namely the Education Act 1944 and the Education (Handicapped Children) Act 1970, are reviewed. The evolution of policy regarding the largest category of handicapped pupils, moderately educationally subnormal (ESN(M)) students, is described. Factors involved in structuring the present system of special education are grouped under three categories: finance, people (including parents, teachers, and specialists), and knowledge (research and development and the politics of knowledge). Examples of the impact of social/economic factors on policies and practices are cited for the period of school expansion shortly after World War II and the controversy between psychologists and physicians regarding ascertainment is detailed. A synopsis of the current forces affecting special education touches upon such aspects as parents' increasing participation in the assessment of and provision for the special educational needs of their children and a continued shortage of resources. (CL)

ED 235 666 EC 160 825

Wolf, Enid G.; And Others

Needs Assessment of Services to Deaf-Blind Individuals. Final Report.

REDEX, Inc. (Rehabilitation and Education Experts, Inc.), Silver Spring, MD.

SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Dec 82
CONTRACT- 300-81-0426
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Administrator Attitudes; Adults; *Attitudes; *Deaf Blind; *Demography; Elementary Secondary Education; *Needs Assessment; *Parent Attitudes; Surveys; *Teacher Attitudes

A survey of 33 administrators, 62 teachers, and 44 parents of deaf-blind children, and interviews with 50 deaf-blind adults were analyzed to determine the services needed by this population and to examine demographic characteristics. Demographic factors (age, sex, institutionalization, and geographic distribution) are reviewed, and varying definitions of deaf-blindness are cited. Descriptions of the type and range of services offered are provided and gaps in service delivery are identified, including lack of staff skill in the more sophisticated communication methods (such as fingerspelling or signing). Concerns were voiced by federal officials and state and local administrators over funding, especially when programs are called upon to service increasing numbers of deaf-blind persons with additional severe disabilities. Teachers expressed dissatisfaction with their preparation and predicted low level accomplishments for the students. Parents, for their part, were pessimistic about their children's future development. Deaf-blind adults indicated vocational preparation, communication training, and financial aid as the top three desired services, with social life and recreation most frequently cited as a problem. Data and relevant literature are summarized according to 14 topics, including the education process, the habilitation/rehabilitation process, and alternative living arrangements. A final chapter offers recommendations, including the need for a continued federal presence in the education of deaf-blind youth and for parent education and respite care. (CL)

ED 235 728 HE 016 703

Major Gains and Losses. Recent Shifts in Popularity of Academic Disciplines as Fields of Concentration. Commission Report 83-25.

California State Postsecondary Education Commission, Sacramento.

PUB DATE- 20 Jun 83

AVAILABLE FROM- California Postsecondary Education Commission, 1020 Twelfth Street, Sacramento, CA 95814.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110) Reports - Evaluative/Feasibility (142)

DESCRIPTIONS- *College Planning; *College Programs; *Degrees (Academic); Educational Demand; *Enrollment Trends; Foreign Students; Graduate Students; Higher Education; Intellectual Disciplines; *Majors (Students); National Surveys; Private Colleges; Racial Differences; Sex Differences; State Colleges; State Surveys; Statewide Planning; *Student Interests; Undergraduate Students

IDENTIFIERS- *California; California State University and Colleges; University of California

Enrollments for undergraduate and graduate majors in California are examined and compared to national trends. Information is provided on changes in degrees awarded by field of study in the nation from 1960-1961 to 1979-1980 and in California from 1976-1977 through 1980-1981. Using data from the Higher Education General Information Survey, changes are reported in student interest as reflected in percentage changes among general fields of study and market shares of each of these fields. Attention is also directed to: absolute numbers of degrees awarded and percentage changes in specific disciplines within the University of California and California State University campuses; and changes in the interests of men and women, ethnic minorities, and foreign students. Changes in degrees are compared to changes in enrollments among major fields and the implications of the changes for institutional planning are considered. The effects of these changes in student demand on departmental, institutional, and segmental planning and management are also discussed. Appendices provide detailed information on changes in student degree patterns by discipline, sex, ethnicity, and segment. (Author/SW)

ED 235 309 CE 037 008

Greenan, James P.
Identification of Generalizable Skills in Secondary Vocational Programs. Summary Report .
Illinois Univ., Urbana. Dept. of Vocational and Technical Education.
SPONS. AGENCY- Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.
PUB DATE- Jun 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Basic Skills; Communication Skills; Interpersonal Competence; *Job Skills; Mathematics Skills; Questionnaires; Secondary Education; State Programs; State Surveys; *Test Construction; Test Validity; *Transfer of Training; *Vocational Education
IDENTIFIERS- *Generalizable Skills Importance Questionnaire; *Illinois; Thinking Skills

A study examined the skill areas and skills that were generalizable within and across the secondary vocational training programs in the 32 area vocational centers in Illinois. During the project, researchers worked to develop, validate, and determine the reliability of a generalizable skills instrument and to identify which mathematics, communications, interpersonal relations, reasoning, and other skills were generalizable within and across all secondary agriculture; business, marketing, and management; health; home economics; and industrial training programs in Illinois. After conducting a comprehensive literature review, the researchers developed a questionnaire entitled the Generalizable Skills Importance Questionnaire (GSIQ) that included four skill areas and 102 skills. Based on an analysis of 489 questionnaires that were completed by vocational instructors throughout Illinois, the researchers determined that the GSIQ had internal consistency reliability coefficients ranging from .90 to .98. Analysis of the completed questionnaires also revealed a core of mathematics, communications, interpersonal relations, and reasoning skills that are generalizable within and across secondary vocational programs in Illinois. (Appended to this report is a copy of the GSIQ that contains a detailed breakdown of the results of the above-mentioned survey.) (MN)

ED 235 323 CE 037 072

Esposito, Kathy

"If Only They Can Be Reached..." Strategies for Literacy Program Recruitment.

Jefferson County Public Schools, Louisville, Ky.
PUB DATE- 83
AVAILABLE FROM- Jefferson County Adult Education, 4409 Preston Highway, Louisville, KY 40213 ($ .50).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTIONS- *Adult Basic Education; *Adult Literacy; *Adult Reading Programs; Adult Students; Guidelines; *Literacy Education; Mass Media; Material Development; Media Selection; Outreach Programs; Program Development; Program Implementation; *Publicity; Public Relations; Student Characteristics; *Student Recruitment; Volunteers
IDENTIFIERS- 310 Project; Jefferson County Adult Reading Program KY

This handbook, one in a series of works dealing with adult literacy education, is designed for use by volunteers who are responsible for recruiting students into literacy programs. Addressed in the first part of the guide are various steps in organizing a recruitment campaign that include getting to know the program staff, learning about the adult learner, composing a general fact sheet on illiteracy and adult literacy, contacting representatives of community organizations and soliciting their support, and developing products and materials to publicize the program. The second half of the guide discusses various types of media that can be used to publicize a literacy program and provides guidelines for working with representatives of the television, newspaper, and radio media to develop an effective publicity campaign. Appended to the guide are a sample fact sheet, sample 30-second audio public service announcements, and examples of articles, posters, and handouts. (MN)

ED 235 353 CE 037 164

Child Guidance for Child Caregivers: Student Laboratory Manual.
Texas Tech Univ., Lubbock. Home Economics Curriculum Center.
SPONS. AGENCY- Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
PUB DATE- Jun 83
AVAILABLE FROM- Home Economics Curriculum Center, Box 4067, Texas Tech University, Lubbock, TX 79409.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- Behavioral Objectives; *Child Caregivers; Child Care Occupations; *Children; *Day Care; Experiential Learning; *Guidance; Laboratory Training; *Occupational Home Economics; *Student Experience

Designed to enhance student knowledge of and skills in child guidance in group care settings, this manual provides 50 laboratory experiences for five units. Units cover foundations and assumptions (2 laboratory experiences), developmental factors (8), indirect guidance (14), direct guidance (14), and strategies (12). Each unit includes performance objectives, an overview (information on the unit topic), a brief list of references for more information, and laboratory experiences in a child care setting. Laboratory experiences are of two types: observation experiences (observation of young children and their caregivers) and participation experiences (planning of activities and direct work with the children). Laboratory experiences are in a format with these components: learning objective, directions, and key questions to be answered. Self evaluation forms are provided in each unit. Units with participation experiences also include forms for instructor evaluations. Introductory materials include guidelines for a successful laboratory experience. A glossary of terms and a bibliography are appended. (YLB)

ED 235 368 CE 037 285

Spignesi, B.
Alignment Adjustment Procedures. Automotive Mechanics. Steering & Suspension. Instructor's Guide and Student Guide.
State Fair Community Coll., Sedalia, Mo.
REPORT NO.- AM-83-272
PUB DATE- Feb 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- *Auto Mechanics; Behavioral Objectives; Classroom Techniques; *Equipment Maintenance; Guidelines; Individualized Instruction; Instructional Materials; *Job Skills; Learning Modules; *Mechanical Skills; Postsecondary Education; Secondary Education; *Trade and Industrial Education
IDENTIFIERS- *Automobile Adjustment; *Automobile Alignment; Automobiles; Steering (Automotive); Suspension Systems (Automotive)

This instructional package, one in a series of individualized instructional units on automotive steering and suspension, consists of a student guide and an instructor guide dealing with automobile alignment and adjustment procedures. Covered in the module are identifying positive and negative cambers, positive and negative casters, and toe-ins; recognizing the four most common adjustment procedures; and listing the adjustment procedures of the four adjustment methods. The student guide contains an introduction, a list of procedures for completing the unit, and an information sheet. Included in the instructor guide are an introduction, performance objectives, a list of references, suggested activities, a student posttest, answers to the posttest, and an instructional script. (MN)

Narvaez, Alice; Hertel, Paula T.

Nonverbal Effects in Memory for Dialogue.

PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Affective Behavior; *Body Language; *Cognitive Processes; College Students; Cues; Higher Education; *Memory; *Nonverbal Communication; Psycholinguistics; Retention (Psychology); Verbal Communication

Memory for everyday conversational speech may be influenced by the nonverbally communicated emotion of the speaker. In order to investigate this premise, three videotaped scenes with bipolar emotional perspectives (joy/fear about going away to college, fear/anger about having been robbed, and disgust/interest regarding a friend's infidelity) were developed. The perspectives differed only in the nonverbal behaviors of voice tone, body posture, gestures and facial expression. Following validation of the videotapes, 96 undergraduates, divided into 12 groups, viewed one perspective of each scene, counting specific nonverbal behaviors (shallow processing) or rating the meaning of those behaviors (deep processing). Either immediately or after 1 week, memory for the verbal content of the scenes was tested, using a forced-choice recognition procedure. Analysis of the results showed that memory for surface form and semantic content was better for the immediate test condition. In all conditions, subjects chose more of the nonverbal distractors that were consistent rather than opposite of the emotions viewed. (BL)

ED 235 443 CG 016 979

Roark, Mary L.
Work on the Campus: Benefits for Student and Institution.
PUB DATE- 21 Mar 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *College Environment; College Role; College Students; *Employment Programs; Higher Education; Individual Development; Opinion Papers; *Part Time Employment; *School Community Relationship; School Counselors; School Holding Power; State of the Art Reviews; Student Attrition; *Student Employment; Student Personnel Services; Work Study Programs

Part-time campus employment benefits the student, not only financially, but by helping to clarify career goals, and by providing an opportunity to apply classroom learning to work settings. Students gain a sense of themselves as workers, coming to know their skills, interests and limitations. Job placement prospects, whether for temporary or post-degree positions, are enhanced by any work experience. Work also promotes developmental growth in college students in ways that are not available through academic and social experiences alone. Values, skills, emotional maturity, personal identity and integrity are fostered through employment experiences. The institution benefits from its student, cost-effective labor source by paying wages only for hours actually worked and by receiving high quality and productivity. A sense of community and uniformity of mission is increased by using student workers, thus increasing the student retention rate. To maximize student employment a centralized employment service, including public relations, record keeping, a "people bank," information system, and job development activities, should be established on campus. Counselors must enhance the value of work and design a linkage system between academics, campus work, and the community. Local economics, market needs, and community uniqueness must be analyzed so that students can learn to adapt and build their skills to fit future markets. (BL)

Lehrer, Ariella; Pezdek, Kathy
A Comparison of Schematic Processes in Memory for a Television, Text, and Radio Story.
PUB DATE- Aug 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Academic Aptitude; *Cognitive Processes; Comparative Analysis; Grade 6; Intermediate Grades; *Learning Modalities; *Memory; Radio; Reading Comprehension; *Reading Research; *Schemata (Cognition); Television; Written Language
IDENTIFIERS- Reader Text Relationship; Story Grammar

A study examined the nature of the schematic processes for a story presented in television, text, and radio form and for a story presented to above average and average readers. The story was parsed according to J. M. Mandler and N. S. Johnson's story grammar. Schematic processing was inferred from the pattern of node memorability for the different media and reading conditions. In addition, the absolute levels of performance on recall, recognition, and reordering memory tasks were compared for different media and reading conditions. Subjects, 88 sixth grade students of above average or average reading ability, were presented a story in either television, text, or radio form. The story schema was similar for stories presented on radio and text and these two forms of media differed from television. In addition, the story schema for above average and average readers was similar. In terms of absolute levels of memory performance, memory was better in the television condition than in either the text or radio conditions, while performance in the text and radio conditions did not differ. The memory for setting, beginning, goal, and reaction information varied as a function of the medium. (Author/FL)

ED 235 540 CS 504 407

Baird, Leonard L.
The Search for Communication Skills.
Educational Testing Service, Princeton, N.J.
REPORT NO.- ETS-RR-83-14
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Communication Research; *Communication Skills; *Empathy; *Expressive Language; Interpersonal Communication; *Listening Skills; *Nonverbal Communication; *Speech Communication

A review of communication models and research reveals four areas of communications skill: listening, empathy, non-verbal communication, and expressive abilities. Models of listening behavior suggest that, rather than being a passive activity, listening involves sorting stimuli and encoding messages, analyzing listener needs, and assessing speaker attitudes and internal states. According to current literature, empathy is the accurate perception of other people's feelings, reactions, or attitudes. Nonverbal communication, while difficult to record and evaluate, appears to be a group of interrelated skills dependent on the channel used--for example, voice or gesture. Expressive ability, defined by speech, rhetoric and communication course books, includes skills ranging from organizing to delivering effective messages. Continued assessment of communication skills within naturalistic settings is needed. (MM)

ED 235 557 EA 016 116

Harrison, Rose

A Descriptive Study of the Perceived Influence of Institutional Interruptions on the Morale and Work of Teachers and Pupils in Elementary Schools.

PUB DATE- Apr 83

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTIONS- Attention; *Classroom Environment; Elementary Education; Elementary School Students; *Student Behavior; *Teacher Morale; Time on Task

IDENTIFIERS- *Interruptions

Because studies have shown that classroom distractions can interfere with school activities, the effects of several kinds of interruptions on elementary school students are described and measured for their frequency of occurrence, the time required for recovery of concentration, and their influence on morale and concentration. Using a sample of 65 teachers and 62 students from 8 public elementary schools in New York City, a survey determined and compared teachers' and students' perceptions about three major types of classroom distractions: pullout programs, visitors, and school intercom systems. Results indicate that teachers and pupils both held that morale was not affected by distractions, that visitors affected concentration, and that approximately one-half hour daily per student was consumed in trying to eliminate distractions.

Teachers and students differed, though, in that students' behaviors were more significantly affected by interruptions than were teachers', that pupils thought the interruptions more frequent than did their teachers, and that all three forms of interruptions interfered with students' work but not necessarily with teachers' work. (JW)

ED 235 650 EC 160 807

Stein, Julian U.
Microcomputer Uses to Promote Physical Proficiency and Motor Development of Learning Disabled Students.
PUB DATE- Jul 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Elementary Secondary Education; Games; *Individualized Education Programs; *Learning Disabilities; *Microcomputers; *Motor Development; Perceptual Motor Coordination; *Perceptual Motor Learning; Physical Education; Student Evaluation

The paper describes principles and techniques for using microcomputers to enhance the motor development of learning disabled students. Among the guiding principles that the author suggests be kept foremost as educational uses of microcomputers are explored are (1) the fact that microcomputers do not think and cannot replace teachers and (2) that it is important to understand one's own level of computer awareness or literacy. Applications of the microcomputer to develop the individualized education program are noted, including the selection of appropriate long and short term goals. The microcomputer's role in individualizing physical education is also briefly addressed. Benefits to visual-motor and perceptual-motor development are ascribed to computer games. It is suggested that computers can have further applications in assessing such aspects as reaction time, visual tracking, eye-hand coordination, and visual and auditory discrimination. Two additional areas of microcomputer applications, accommodations for severe disabilities and simulation of various activities, are considered. (CL)

ED 235 684 FL 013 983

Colletta, S. P.; And Others
Community and Parental Influence: Effects on Student Motivation and French Second Language Proficiency.
Laval Univ., Quebec (Quebec). International Center for Research on Bilingualism.
REPORT NO.- ICBR-B-128; ISBN-2-89219-131-9
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *French; Immersion Programs; *Language Proficiency; Models; *Parent Influence; Secondary Education; *Second Language Learning; *Student Motivation
IDENTIFIERS- Ontario (Ottawa)

The effects of different variables on second language acquisition, specifically the effect of parental influence, were tested on the Gardner (1979) model of second language acquisition. Data were obtained from 68 anglophone students in grades 7-10 enrolled in a French immersion program and also from their parents. A factor analysis of parental data indicated that parental influence can be divided into passive and active components, with the passive component being the early development of language learning attitudes, and the active component being the continued effort to influence attitudes. The data also supported an expanded version of the Gardner (1979) model of second language acquisition. Significant relationships observed include: language aptitude and linguistic outcomes, motivation and nonlinguistic outcome, student attitudes and motivation, active parental influence and student confidence with French, and socioeconomic status and active parental influence. Questionnaires and data analyses are appended. (RW)

ED 235 714 HE 016 669

Hebbeler, Evangeline L.
Trends in Medical Education in the South: Enrollments and Financing.
Southern Regional Education Board, Atlanta, Ga.
PUB DATE- 83
AVAILABLE FROM- Southern Regional Education Board, 1340 Spring Street, N.W., Atlanta, GA 30309 ($3.00).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Comparative Analysis; *Educational Finance; *Enrollment Trends; Expenditure Per Student; Females; Financial Support; *Geographic Regions; Graduate Medical Education; Higher Education; In State Students; *Medical Education; *Medical School Faculty; Medical Schools; Minority Groups; National Surveys; Out of State Students; Resource Allocation; *Specialization; Teacher Responsibility
IDENTIFIERS- *United States (South)

Enrollment and financial trends in Southern medical schools are examined and comparisons are made to national trends. Statistical tables and supporting text cover trends and current status of undergraduate (preparation for the M.D. degree) and graduate (training of resident physicians) medical education enrollment, graduation, and financing. Attention is directed to: changes in the numbers of medical schools and medical school enrollments, graduate medical education and the trends toward increased specialization in medicine, and medical schools' revenues by source to expenditures by function, and a methodology for estimating a current average and range of cost-per-student for undergraduate medical education and for estimating the proportion of a medical school's expenditures that are allocated to undergraduate and graduate medical education. Additional topics include: enrollments of minorities and women, enrollments in private and public medical schools, number and percent of residents on duty in 1981; new medical school entrants by residency status and percent in-state, the number of full-time medical school faculty, and changes in teaching responsibilities. Enrollment data are provided by medical school, but financial data are provided as totals or by all private or all public medical schools. (SW)

ED 235 382 CE 037 320

Newton, Mark
Excellence in Vocational Education.
National Association of State Directors of Vocational Education.
PUB DATE- Sep 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Administrator Role; *Educational Quality; *Leadership; Postsecondary Education; *Relevance (Education); Secondary Education; *Vocational Directors; *Vocational Education
IDENTIFIERS- *Excellence (Quality)

The current period of change in America brings to bear on the quality of vocational education a complex array of interrelated conditions and factors. Some of the more important of these variables are demographic shifts; economic conditions; technological innovation and change; and conditions specific to the educational enterprise itself, including improvements in equity, access and retention, competency-based education, lack of discipline, lack of financial support, low standards, qualifications of administrative and instructional personnel, and lack of up-to-date equipment for vocational training programs. A renewed and serious commitment to excellence by leaders in vocational education has the potential of fostering sound improvements with far-reaching implications. This commitment can be extended through the effective use of networks of substantial influence that are available to vocational education leaders. Action related to a renewed commitment to excellence will require the pooling of human, material, and physical resources within the educational community and with the private sector. Furthermore, excellence in vocational education will require continued federal government leadership. (YLB)

ED 235 397 CG 016 928

Cotton, Kathleen; Savard, William G.
Parent Involvement in Instruction, K-12: Research Synthesis.
CEMREL, Inc., St. Ann, Mo.
SPONS. AGENCY- Northwest Regional Educational Lab., Portland, Oreg.
PUB DATE- Aug 82
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Academic Achievement; Affective Behavior; Annotated Bibliographies; Educationally Disadvantaged; Elementary Secondary Education; Instruction; Learning Disabilities; Literature Reviews; Minority Groups; *Outcomes of Education; *Parent Participation; *Parent School Relationship; *Parent Student Relationship; Program Descriptions; Student Motivation; *Tutoring

This report is one of a series of literature reviews conducted in response to the primary concerns of educators nationally. After noting the scarcity of research on parent involvement in the instruction of their children in kindergarten through high school, the authors summarize 18 documents found to be relevant and valid to the topic of parent participation and student outcomes. Results are discussed in terms of affective improvements as well as academic achievement. Several kinds of parent involvement are reviewed, including home tutoring, providing feedback and correction on homework, monitoring study skills, parent-student discussions, and parent-assisted learning in the school setting. Outcomes of noninvolvement, and outcomes of parent involvement with minority, educationally disadvantaged, and learning disabled students are noted, and training for parents is discussed. Recommendations are offered for further research and for school and parent action. An annotated bibliography and two appendices are provided which reference sources which can help schools engage parent interest and involvement in supporting their children's instruction. A third appendix lists sources of additional research evidence which support the conclusions in this document. The fourth appendix, a Decision Display, contains Item Reports (brief forms that include document abstracts and dates of publication) sorted into categories which tend to support or deny the hypotheses that were developed as a result of analyzing the research. The fifth appendix contains the Item Reports for each article or document reviewed, as well as a rating of the usefulness of each item on a five-point scale. (JAC)

ED 235 523 CS 504 341

Haskins, Jack B.

Toward a Psychobiological Theory of Motivations for Human Communication Behavior.

PUB DATE- 3 May 82
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Behavioral Science Research; *Behavior Patterns; *Behavior Theories; *Communication (Thought Transfer); Communication Research; *Communication Skills; Negative Attitudes; Philosophy; *Psychology; Research Methodology
IDENTIFIERS- *Communication Patterns; *Psychobiology; Theory Development

Noting that recent research and theory from the expanding field of psychobiology have not been integrated into the study of human communication, this paper offers a synthesis of principles from several leading psychobiological scientists as a step toward a possible unifying approach to communication philosophy, theory, and research. The paper argues that psychobiology is particularly useful for understanding the motives for message selection and other communication behaviors, and illustrates this usefulness by applying psychobiological principles to a particular research question: Why are normally rational humans attracted to negative messages of various types? The paper then discusses the possible threat to traditional humanistic, philosophical, and behavioral thinking posed by psychobiological assumptions and the limitations of psychobiology. Also provided are an inventory of psychobiological principles and some original communication hypotheses derived from them. (Author/FL)

ED 235 603 EC 160 437

Angel, Norris M.
Teaching Study Skills to the Exceptional Black Student.
PUB DATE- Jul 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Black Students; *Disabilities; Elementary Secondary Education; Expectation; Reading Instruction; *Study Skills
IDENTIFIERS- Parent Expectations; Teacher Expectations

A rationale for teaching study skills to black exceptional students is presented along with a suggested instructional approach. The importance of teacher and parent expectations is emphasized, as is the need for developing strategies for nurturing self-esteem, motivation, improved attitudes, and adaptive learning styles in exceptional black students. Active rather than passive learning is stressed, along with the development of positive attitudes that contribute to the formation of realistic short- and long-term goals and aim at getting students to work above minimum competency levels. Aspects of study skills that should be taught include preparing and planning an effective study schedule, keeping written records of assignments and class notes, becoming active readers, and selecting appropriate reading materials. Preparation for examinations should be another program emphasis, including reducing anxiety through teaching relaxation methods, making students aware of general content and types of questions on exams, and providing review sessions or other review methods. It is also suggested that individual and group counseling can help students acquire such habits as punctuality, cooperation and wise use of leisure time. (CL)

Toombs, William; Wilkinson, Robert
An Inventory of Research Units in Pennsylvania, June 1983. The Technical Report.
Pennsylvania Association of Colleges and Universities, Harrisburg.; Pennsylvania State Univ., University Park. Center for the Study of Higher Education.
SPONS. AGENCY- Appalachian Regional Commission, Harrisburg, PA.; Pennsylvania Science and Engineering Foundation, Harrisburg.
REPORT NO.- ISBN-0-8182-0017-0
PUB DATE- Jun 83
CONTRACT- ARC-82-90PA-8432-82-1-302-0513
GRANT- 81-27
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- *Business; *Databases; *Economic Development; Equipment; Geographic Regions; Higher Education; Information Needs; *Information Systems; Program Guides; *Research and Development Centers; Researchers; Research Projects; School Business Relationship; *Specialization; State Surveys
IDENTIFIERS- *Pennsylvania; Stanford Public Information Retrieval System

A project that identified more than 1,200 academic and corporate research units within Pennsylvania is described, and a user's guide to the project's data file is provided. The Pennsylvania Research Inventory Project is an online data system designed to promote economic development, particularly within the Appalachian region of the state. The system provides information on personnel, organizational units, areas of specialization, level of activity, and facilities and equipment. The target audience is the business-oriented user, particularly those exploring new areas of activity or contemplating a change of location. Uses of the reference file include: generating specialized mailing lists, locating specialized research activities, identifying the sites of equipment and facilities, summarizing regional patterns of research, identifying individuals with specific competencies, and providing a cross-reference between academic and industrial research. The project employs the Stanford Public Information Retrieval Systems (SPIRES), which is described in the user's guide. Sample letters to research groups, survey forms, and standard industrial classification codes are appended. (SW)

ED 235 413 CG 016 946

Wyatt, Mollie L.
Formal-Operational Thinking and the Role of Training.
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Abstract Reasoning; *Adolescent Development; *Cognitive Development; *College Students; *Developmental Stages; Higher Education; Outcomes of Education; *Training Methods
IDENTIFIERS- *Formal Operations; Piagetian Theory

Studies exploring the transition from early to middle adolescence have found a significant increase in formal-operational thinking, but it is questionable whether the typical adolescent is capable of consistently applying formal operational logic. To examine the relationship between Piagetian-based training techniques and formal-operational thinking, 55 education majors (19-22 years old) were tested using the Cognitive Exam, and then assigned to one of the four conditions (pretest, no pretest, proportionality scheme, or reality therapy). There were two training sessions for each group, consisting either of programmed tasks dealing with the proportionality scheme (representing the ability to understand the fact that the ratio of two quantities is equal to the ratio of two other quantities), or programmed reality therapy material. A percentage of the number of subjects functioning on the formal-operational level of cognitive development (characterized by a score of 70 to 93 points on the Cognitive Exam), showed that at the end of the pretest stage of the experiment, none of the subjects were functioning at the formal-operational level; at the end of the posttest stage, only one subject was functioning at the formal-operational level. There was no significant difference between the pretested and no pretest groups, and no significant differences between those receiving training and those not receiving training. A majority of the students were functioning between the concrete and formal levels of cognitive development. The large number of transitional formal thinkers indicates that individuals can function formally in one area and not in another, yielding more support for a continuity view of cognitive development rather than a stage view. (JAC)

ED 235 491 CS 207 684

Caspari, Genevieve
Media Performance at the Inflection Point: Coverage of Racial Conflict in Milwaukee in 1967.
PUB DATE- Dec 82
LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Blacks; Comparative Analysis; *Content Analysis; *Information Sources; *Mass Media Effects; Media Research; *Newspapers; *News Reporting; Racial Attitudes; *Racial Relations; Urban Problems; Whites
IDENTIFIERS- *Wisconsin (Milwaukee)

A content analysis of white-oriented and black-oriented Milwaukee, Wisconsin, newspaper coverage of that city's racial riots in 1967 was conducted to test the following hypotheses: (1) the general media would rely more on "authority" sources, while the specialized black media would rely more on "nonauthority" sources; (2) the general media would contain more factual information while the black media would contain more analytical information; (3) general media would more likely relate causes to individuals' behavior while the black media would relate causes to societal behavior; and (4) the general media would more likely relate cures to individuals' behavior while the black media would relate cures to societal behavior. The results supported all four hypotheses, indicating that racial conflict coverage differed among the black and generalized media in accordance with their reliance on different sources. Neither general nor specialized black media provided a balance of white and black perspectives approaching journalistic "objectivity." The results suggest that if black Milwaukeeans were frustrated in communicating their reasons for the racial conflict and riot, and if white Milwaukeeans were deceived as to the nature and extent of black discontent, then the media may have fostered dangerous discord. (HTH)

ED 235 573 EA 016 133

Schutze, Hans G.
Educational Leave in Europe. Policy Paper No. 83-C3.
Stanford Univ., Calif. Inst. for Research on Educational Finance and Governance.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- May 83
GRANT- OB-NIE-G-80-0111
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Employer Employee Relationship; *Job Training; *Labor Force Development; Labor Legislation; *Leaves of Absence; Off the Job Training; Personnel Policy; *Postsecondary Education; Released Time; Scope of Bargaining; Training Allowances
IDENTIFIERS- Europe (West)

This paper provides a description of and rationale for paid educational leave policies in Western Europe by examining three basic categories: general leave provisions provided by law, legal provisions for specific groups, and provisions for educational leave in collective bargaining agreements. Five countries presently have general leave provision: France, Belgium, West Germany, Sweden, and Finland. In Belgium, for example, only employees under 40 years of age who have themselves initiated educational activities outside of work are eligible. In France, the law obliges employers of 10 or more employees to spend 1.1 percent of the total payrolls on further vocational/educational training. Educational leave for specific groups is more widespread. For instance, most Western European countries grant union officials the right to paid time off from work to attend courses relevant to their union functions. Finally, some countries leave the formulation of legal provisions for educational leave to collective bargaining. A 1973 Italian agreement, which views leave as a collective rather than an individual right and which emphasizes leave for the least educated workers, provides the model for subsequent bargaining. The study concludes that progress continues to be made. (PB)

ED 235 589 EA 016 154

Odden, Allan; And Others
School Finance Reform in the States: 1983.
Education Commission of the States, Denver, Colo. Education Finance Center.
SPONS. AGENCY- Department of Education, Washington, DC.; Ford Foundation, New York, N.Y.
REPORT NO.- ECS-R-F83-1
PUB DATE- Jan 83
CONTRACT- 400-82-0020
AVAILABLE FROM- Distribution Center, Education Commission of the States, Suite 300, 1860 Lincoln Street, Denver, CO 80295 ($5.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Court Litigation; *Educational Equity (Finance); Educational Trends; Elementary Secondary Education; Equal Education; *Finance Reform; Higher Education; Public Opinion; *Retrenchment; School Statistics; *School Support; State Aid; State Courts; *State Legislation
IDENTIFIERS- Rodriguez v San Antonio Independent School Dist

Emphasizing the diminished resources of the 1980's, this report offers an overview of the varied experiences of the states in dealing with school finance issues. Although basic inequities in educational services remain, the states' generally poor fiscal condition has resulted in less attention for equity issues. However, public school financing has matured as a prominent state policy issue. A summary of school finance reforms in the last 12 years notes significant progress in the 1970's in expanded general aid, increased equity, better measure of fiscal capacity, and more money for districts and students with special needs. New tax and spending limitations have raised questions about current arrangements for tax collection and distribution, and school finance litigation continues in many states despite the "Rodriguez" decision. The economic, demographic, and political contexts of educational finance is illustrated by tables on the states' fiscal condition, enrollment trends and projections, funding prospects, public opinion, and revenues and expenditures for public education. A chapter on legislative agendas for 1983 highlights major activities in each state, and a final chapter on school finance litigation discusses litigation strategies based on equal protection clauses and on state education clauses and the standards that have evolved to determine the constitutionality of finance systems. A table summarizes states' most important school finance cases. (MJL)

ED 235 634 EC 160 491

Program for Special Gifted Children. Annual Evaluation Report. 9/1/81 to 8/31/82.

New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.

PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Academic Achievement; Elementary Secondary Education; *Gifted Disabled; *Mainstreaming; Mathematics; Reading; *Talent Identification; Writing (Composition)

The report cites accomplishments of a program designed to meet the needs of gifted and talented handicapped students (elementary to junior high level). Objectives included identifying and mainstreaming the students, and promoting gains in reading, math, and writing ability. Accomplishments cited include an inservice training program developed by six mainstream and nine special education teachers. Evaluation data are reported for the following objectives (sample findings in parentheses): mainstreaming (34 handicapped pupils were mainstreamed in one or more classes for the gifted); reading (56% showed grade level growth); and mathematics and writing (73% were rated as performing excellently or above average in writing ability). Classroom observational data showing no significant differences in classroom behavior between target and comparison students are reported. Problems with program implementation (such as teacher reluctance and concerns over test score reliability) are noted. (CL)

ED 235 651 EC 160 808

Somwaru, Jwalla P.
Assessment of Basic Competencies: A Functional Approach to the Assessment of Learning Disabilities.
PUB DATE- Jul 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Basic Skills; *Diagnostic Tests; Elementary Secondary Education; Evaluation Methods; *Handicap Identification; *Learning Disabilities; *Student Evaluation; *Testing
IDENTIFIERS- *Assessment of Basic Competencies

A functional approach to the assessment of learning disabilities (LD) is proposed in the light of confusing and ambiguous guidelines for identifying students with LD. Problems in the current evaluation procedures include the concept that ability and achievement are separate dimensions of intellectual functioning and the potential for biased assessments with norm-referenced tests. Research is reviewed on terms used to describe behavioral manifestations (dyslexia and reversals, hyperactivity and hyperkinesis, perceptual-motor impairment and training). The Assessment of Basic Competencies (ABC), a functional approach, is described as an effort to determine children's competencies in skills important for learning in school. The ABC consists of items measuring three clusters of skills: information processing (observing skills, organizing skills, and relating skills), language (understanding words, comprehending expressions, producing expressions, decoding, and reading), and mathematics (understanding numbers and operations, understanding concepts, and solving problems). The test's format emphasizes the developmental nature of the assessment, while diagnostic information is also produced on which systematic instruction can be based. Advantages of the ABC are noted. (CL)

ED 235 618 EC 160 470

Potts, Patricia
Special Needs in Education (E241): Origins, Unit 9
Open Univ., Walton, Bletchley, Bucks (England).
REPORT NO.- ISBN-0-335-13126-3
PUB DATE- 82
AVAILABLE FROM- Open University Educational Enterprises, Ltd., 12 Cofferidge Close, Stony Stratford, Milton Keynes, MK11 1BY England (no price quoted).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- *Disabilities; Educational Philosophy; Educational Trends; Elementary Secondary Education; *History; *Special Education; *Trend Analysis
IDENTIFIERS- *United Kingdom

One of 16 booklets designed for use in an Open University course on the education of handicapped children in the United Kingdom, this document deals with the evolution of special education in the country. Initial chapters analyze the rationale for studying the history of special education, describe pioneers in the field, and cite the emergence of a special education system with its primary aim to remove the unfit from society. Legislative efforts, based on public and professional opinion in favor of state supported special education and care for persons with deafness, blindness, mental deficiency, and physical defects, are traced. The years between World War I and World War II are seen to be ones in which private agencies and voluntary societies made great strides in improving Great Britain's special educational system. A final chapter asks just how much progress has really been achieved. Suggested readings and exercises are included throughout. (CL)

ED 235 667 EC 160 827

Resource Guide: Special Services and Aids for Disabled Students Attending Postsecondary Education Institutions. Draft.

Department of Education, Washington, DC.

PUB DATE- Jan 83

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reference Materials - Directories/Catalogs (132)

DESCRIPTIONS- Disabilities; *Federal Programs; Organizations (Groups); *Postsecondary Education; Program Descriptions

The guide summarizes eight federal programs providing special services and aids to disabled postsecondary students. Each program is described in terms of program name; legislative authority; brief summary; services to disabled postsecondary students; name or title of campus contact person; eligibility information (students and institutions); appropriations for FY 1981, FY 1982, and FY 1983; and names of federal contact persons. Programs address the needs of disadvantaged, hearing impaired, and otherwise handicapped students. The second section of the guide lists seven agencies/organizations that provide assistance to disabled postsecondary students. Summarized are services of such entities as the National Library Service for the Blind and Physically Handicapped, Independent Living Research Utilization Project, and the President's Committee on Employment of the Handicapped. (CL)

ED 235 324 CE 037 089

Lewis, Raymond J., Jr.
Lifelong Learning in America: An Overview with Implications for Secondary Education. Education & Work Program Project Report.
Northwest Regional Educational Lab., Portland, Oreg.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Jul 80
GRANT- OB-NIE-G-78-0206
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Adult Development; Adult Education; *Adult Learning; Adult Students; Career Change; Career Development; Career Planning; Continuing Education; Demography; *Educational Change; Educational Needs; *Educational Objectives; Educational Practices; Educational Strategies; Educational Trends; Enrollment Trends; Fused Curriculum; Futures (of Society); *Lifelong Learning; Needs Assessment; Part Time Students; Postsecondary Education; *School Role; *Secondary Education; Student Characteristics; Student Educational Objectives
IDENTIFIERS- Baby Boom; Life Planning; *United States

A combination of demographic, economic, and technological factors has led to a recent growth in adult learning that is likely to intensify in the next decade. As the members of the baby boom population move further along in their pursuit of careers, they will encounter considerable limitations in their upward occupational mobility. In addition, members of subsequent generations will be at an even greater disadvantage in their efforts to dislodge experienced workers of the baby boom generation who are entrenched in positions above them. The prospect of these eventualities has implications not only for postsecondary institutions but also for secondary schools. As the terminus of the compulsory school system, secondary schools will increasingly be called upon to prepare their graduates to succeed in a world requiring almost constant learning and adaptation. Particularly needed will be efforts to teach youth about adult development and learning patterns; to help youth arrive at realistic expectations for their lives as adults, and to encourage youth to think about lateral as well as vertical mobility, sources of satisfaction beyond work, and the possibility of longer periods in noncareer-level jobs. Researchers, policy makers, and practitioners alike need to become involved in devising and implementing strategies for encouraging lifelong learning skills among high school youth. (MN)

ED 235 339 CE 037 130

Auto Body. Block VII. AB-VII.

Texas A and M Univ., College Station. Vocational Instructional Services.

SPONS. AGENCY- Texas Education Agency, Austin. Dept. of Occupational Education and Technology.

PUB DATE- 80

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTIONS- *Auto Body Repairers; Learning Modules; Lesson Plans; *Motor Vehicles; *Painting (Industrial Arts); Postsecondary Education; *Repair; Scripts; Secondary Education; Student Motivation; *Teaching Methods; Test Items; Units of Study

This packet contains 12 teacher lesson plans with related student information sheets, job sheets, and task sheets for a course in auto body repair. Lesson plans, which are either informational or manipulative in format, take the teacher step-by-step through each lesson. Lesson information includes the subject of the lesson, aim, teaching aids, materials needed, references, prerequisite experience of the learner, motivation, presentation of the information (with instructional points in the left column and related student and teacher activities in the right column), summary, evaluation, and suggested reading for the student. Student job and task sheets break down the students' duties into steps and note the types of equipment and other material needed. Information sheets are provided. (KC)

ED 235 354 CE 037 166

Charters, Alexander N.

Educators of Adults and Information Gaps (Literacy, Ability to Use Technology and Access to Information).

PUB DATE- Nov 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Access to Education; Adult Basic Education; *Adult Education; *Adult Literacy; Culture Lag; Developed Nations; Developing Nations; *Development; Economic Development; Educational Needs; *Educational Philosophy; Educational Policy; Educational Trends; Futures (of Society); Human Resources; Literacy; *Moral Issues; Postsecondary Education; *Quality of Life; Technological Advancement

Three issues are of particular interest to adult educators: literacy, the ability to use technology, and the ability to access information. These three areas are significant in terms of individual self-fulfillment, human resource development, and individual and societal development at both national and international levels. One questions whether, in attempting to close the gaps between high and low achievers in these areas, one should aim for equality of opportunity, for achievement, for continuous progress at all levels toward the high achievement end of the continuum, or whether one should treat groups at various stages along the continuum differently. Although some assume that adult education will help to close the gaps that exist between those who are literate, who have technology and the ability to access information, and those who do not, such is not always the case. Many times, education serves to widen the gap. Most participation in adult education programs in the United States is from the 5 percent of the population with the lowest educational level and the 50 percent of the population with the highest educational level. The questions remain: Is there a strong commitment on the part of educators of adults to closing the gaps? Or are some educators of adults acting in a manner to perpetuate these gaps? If so, what is the responsibility of the adult education profession? The answer to that question, partly moral and philosophical, will have an impact on human and national development as well as on the global quality of life. (KC)

ED 235 369 CE 037 286

Spignesi, B.
Principles of Refrigeration. Automotive Mechanics. Air Conditioning. Instructor's Guide and Student Guide.
State Fair Community Coll., Sedalia, Mo.
REPORT NO.- AM-83-300
PUB DATE- Aug 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- Air Conditioning; *Air Conditioning Equipment; *Auto Mechanics; Behavioral Objectives; Classroom Techniques; *Equipment Maintenance; Guidelines; Heat; Individualized Instruction; Instructional Materials; Job Skills; Learning Modules; Mechanical Skills; Postsecondary Education; *Refrigeration; *Refrigeration Mechanics; Secondary Education; *Trade and Industrial Education
IDENTIFIERS- Automobiles

This instructional package, one in a series of individualized instructional units on automobile air conditioning, consists of a student guide and an instructor guide dealing with the principles of refrigeration. Covered in the module are defining the term heat, defining the term British Thermal Unit (BTU), defining the term latent heat, listing the three methods of transferring heat, describing the effect of pressure on vaporization and evaporation of the refrigerant, and describing what happens in the air conditioning system as the refrigerant makes a complete circuit. The student guide contains an introduction, a list of procedures for completing the unit, and an information sheet. Included in the instructor guide are an introduction, performance objectives, a list of references, suggested activities, a student posttest, answers to the posttest, and instructional script. (MN)

ED 235 429 CG 016 963

Johnson, Cynthia S.
Ethics in Technology.
PUB DATE- Jun 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Computer Assisted Instruction; *Confidentiality; Counseling Techniques; Counselor Educators; *Counselors; *Counselor Training; *Ethics; Opinion Papers; Professional Associations; Standards; State of the Art Reviews
IDENTIFIERS- *Computer Assisted Counseling; *Computer Assisted Guidance

The use of computer-assisted programs in career guidance and counseling has increased significantly in the past 20 years. However, such a rapidly emerging technology has potential hazards if adequate safeguards are not developed. Professional associations and training programs must adopt leadership roles and ethical positions and standards of operation. To guard against unwarranted access to information, issues of confidentiality, e.g., the amount and type of data to store, retrieval rights, research uses, and networking banks, must be addressed. Graduate training programs need to develop computer literacy in their students, as well as training them to be computer-assisted counselors. As our society becomes overloaded with information and the overwhelming number of choices available through readily accessible technology, the counselor must be trained to assist the client in becoming self-fulfilled at a technological and a personal level. Further, from an operational viewpoint, any incorporation of computers into a counseling service must also include provisions for on-going evaluation, maintenance, and updating of the hardware and software. Finally, a computer network, and clearinghouses for the exchange of software programs and ideas must be supported and developed at a national level. (BL)

ED 235 444 CG 016 980

Wright, Loyd S.; Fling, Sheila
Perceptions of Self and Parents among College Students of Different Sexual Orientations.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- *College Students; Drug Abuse; Family Characteristics; Family Environment; Family Life; Higher Education; *Homosexuality; Individual Development; *Parent Child Relationship; *Self Concept; Sex Differences; *Sexuality; Stress Variables
IDENTIFIERS- *Bisexuality

To determine how college students would rate themselves on a 5-point continuum from homosexual to heterosexual and then to see how those classified individuals perceived themselves and their parents, 1,783 single college students (741 males, 1,032 females), between the ages of 18 and 23, completed two self-report questionnaires. The first assessed sexual orientation on a 5-point self-rating scale containing bipolar adjectives. The Family-Stress Index measured perceptions of family, parents, and self in a yes/no format. In addition, students were asked about suicidal thoughts, alcohol and drug abuse, learning disabilities, and childhood friends. The results showed that homo- and bisexuals both tended to view themselves more negatively and to remember more family stress than did heterosexuals. However, actual data analysis indicated that differences only existed between homo- and heterosexuals with respect to remembered family stress, and between bi- and heterosexuals with respect to self ratings. Bisexuals reported the lowest self concepts. Drinking problems and suicidal thoughts were highest in homosexual males, while homosexual females reported the highest incidence of learning disabilities. Future research should focus in more detail on parental variables, suicidal tendencies, and substance abuse. (Data analysis and both questionnaires are appended.) (BL)

ED 235 459 CS 007 189

Barr, Rebecca
A Sociological Approach to Classroom Instruction. Occasional Paper No. 6.
National College of Education, Evanston, IL. Reading Center.
SPONS. AGENCY- Spencer Foundation, Chicago, Ill.
PUB DATE- Jun 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Basal Reading; *Classroom Environment; Classroom Research; Classroom Techniques; Comparative Analysis; Difficulty Level; Elementary Education; Outcomes of Education; Reading Ability Reading Achievement; *Reading Instruction; *Reading Materials; Reading Research; *Teacher Effectiveness; *Teaching Methods; Textbook Content; *Time Factors (Learning)

To examine how classroom conditions such as students' mean aptitude, materials used, and instructional time influence the amount of reading material covered, 12 first grade classrooms were each observed for 12 days over a 36-week period. Students' reading readiness and word recognition skills were tested prior to observation while group mean aptitude, reading group size, and number of phonics concepts and new words introduced in the basal reading series were recorded during the study. Time spent on basal instruction, teacher-supervised reading group activities, and phonics work was determined by direct observation. Data corroborate earlier findings that the amount of material covered during a reading class--a significant predictor of reading achievement--was influenced by two main sets of conditions: characteristics of the group, particularly its mean aptitude, and conditions of the classroom, especially difficulty of materials and associated time conditions. (MM)

ED 235 475 CS 007 332

Taylor-DeLain, Marsha; And Others

Reading Comprehension and Creativity in Black Language Use: You Stand to Gain by Playing the Sounding Game! Technical Report No. 295.

Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Oct 83
CONTRACT- 400-76-0116
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Black Dialects; Cultural Background; Elementary Secondary Education; *Figurative Language; Grade 7; *Language Research; Language Usage; Racial Differences; *Reading Comprehension; *Verbal Ability
IDENTIFIERS- *Sounding (Language)

To determine what positive benefits to school learning might accrue from competence in Black English, a study explored the hypothesis that the rich and varied experience that black youth typically have with figurative language outside of school would enhance their understanding of figurative language in school texts. Subjects included 157 black seventh grade and white seventh grade students who were given a series of tasks which sought to determine general verbal ability, figurative language comprehension, skill in sounding, and general skill in black language. There were two test booklets, one for each of the two 45-minute test sessions in which all subjects participated. Path analysis confirmed that for black students "sounding" skill, as well as general verbal ability, had a direct influence on figurative language comprehension. Black language ability influenced figurative language comprehension indirectly through its effect on sounding skill. For white students, only general verbal ability affected figurative language ability. (Author/HOD)

ED 235 507 CS 504 155

Roberts, Charles V.
Communication Education Throughout the University: An Alternative to the One-Shot Inoculation Approach.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTIONS- College Curriculum; *Communication Skills; *Content Area Writing; Curriculum Design; Higher Education; *Holistic Approach; Inservice Teacher Education; Program Descriptions; Program Evaluation; Program Improvement; *Speech Communication; Teacher Effectiveness; Teacher Workshops

Typically, efforts by English, speech, and developmental reading departments to make students "complete communicators" have been confined to one or two basic skills courses giving unsuccessful "one-shot" inoculations in the theory and practice of one of the communication competencies. As such communication is not taught in the context of the students' major and thus is not "tailored" to fit specific vocational needs, students seldom apply what they have learned outside the classroom. A suitable solution, meeting the need for both specialized training and continued work on skills throughout the academic career, involves asking the faculty to help students communicate more effectively in all classes. Several colleges experimenting with this concept of total academic responsibility have found that it allows students to improve all their skills and allows more effective teaching in content area courses. The crucial part of one such program is the summer faculty workshop, during which faculty are taught the rudimentary concepts of teaching communication skills in content area courses. Course syllabi are then rewritten to incorporate these experiences in the various communication processes. Internal and external monitoring of the program ensures its commitment to practical and sustained communication skills. (HTH)

ED 235 541 EA 014 967

School Lunch Programme in Japan. NIER Occasional Paper 02/82.
National Inst. for Educational Research, Tokyo (Japan).
REPORT NO.- NIER-OP-02/82
PUB DATE- Jun 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Costs; Elementary Secondary Education; *Food Standards; Foreign Countries; Health; *Lunch Programs; *Nutrition Instruction; Student Needs; *Values Education
IDENTIFIERS- *Japan

This report summarizes the history of the school lunch program from its inception as a relief measure in 1889 through formalization by the national School Lunch Law of 1954 and describes its present scope, organization, finances, objectives, and problems. Intended to improve the physical and mental development of students as well as Japanese dietary habits, the program also addresses the educational goals of promoting friendly student-teacher relationships; teaching values of independence, division of labor, service, and cooperation through group participation in serving lunch and cleaning up; and educating students in good nutrition and eating habits. Standards for lunches are based on providing over one-third of students' nutritional requirements, and costs are shared by parents, local governments, and the state. The case of one elementary school illustrates lunch procedures and the aims of school lunch education. Tables and diagrams summarize physical development of students from 1955 to 1979, nutritional standards of school lunches, lunch hour regulations, sample menus, the national school lunch budget, and the breakdown of state subsidies into various lunch expenses. (MJL)

ED 235 558 EA 016 117

Levine, Victor
The Interaction of Family Environment and Educational Administration.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- *Academic Achievement; Educational Environment; Elementary Secondary Education; *Family Characteristics; Family Environment; Family Role; *Family School Relationship; Family Structure; *Human Capital; Mathematics Achievement; Reading Achievement

A survey of recent studies on trends and allocations of resources in the American family structure, supplemented by empirical data on family dynamics, may be a step toward clarifying the issue of which processes of family life consistently contribute to children's performances in school. Whether family characteristics or family use of time and activities are more important to achievement may best be shown through an economic human capital approach to the family-school relationship; such an approach to analyzing data on family structure accurately interprets the contribution of family life to learning. Based on 887 responses to a questionnaire seeking information on family time use and activities, the relative importance of the following six aspects of family characteristics for school achievement was assessed: (1) socioeconomic status, (2) family structure, (3) mother's characteristics and availability, (4) parental attitudes and expectations, (5) use of child's time, and (6) parent/child interactions. Responses were matched to school data on math and reading scales. Results show that for reading: none of the SES variables was significant; among the family structure variables, only the presence of a younger, preschool sibling was significant; mother's education, mother's occupation, and educational expectations were positively associated with achievement; 6 out of the 10 significant variables measured time use or parent/child interactions. For math, all significant variables related to time use and activities. Thus, measured by the economic model of family impacts, differences in the allocation of after-school time may be important factors in student achievement. (JW)

ED 235 685 FL 013 989

Gandara, Patricia
Evaluation of Second Language Institutes for California State Department of Education.
California State Dept. of Education, Sacramento. Div. of Special Education.
PUB DATE- May 83
GRANT- 34-03651-Y749-00-82
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Cultural Awareness; Inservice Teacher Education; *Institutes (Training Programs); Language Tests; *Limited English Speaking; *Program Effectiveness; Program Evaluation; Second Language Instruction; *Student Evaluation; Summer Programs; Testing

The effectiveness of the Second Language Institutes, summer programs designed to instruct educators of limited English proficient children in languages, cultural awareness, and assessment methods, was evaluated. Data were collected through site observation and interviews, and questionnaires completed by institute participants and their supervisors. Overall, 75 percent of the respondents stated that the curriculum was adequate to their needs. Several instructional practices were identified as particularly successful, including language immersion settings and the opportunity to practice the assessment techniques with actual students. The participants' information needs were influenced by their background characteristics. Recommendations were made regarding assessment instruments and institute curriculum design. (Author/RW)

ED 235 715 HE 016 670

Baylor, Tondelaya Kateri
Equal Education Opportunity Program Clientele: Characteristic, Needs, and Interest. Occasional Paper No. 1.
Mansfield State Coll., PA. Dept. of Special Programs/Learning Resource Center.
PUB DATE- Nov 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Academic Advising; Academic Persistence; Career Counseling; *Developmental Studies Programs; Economically Disadvantaged; Educationally Disadvantaged; *Educational Opportunities; Family Income; Higher Education; *High Risk Students; Low Income Groups; Peer Counseling; Program Descriptions; Staff Role; *State Programs; Student Attrition; *Student Characteristics; Student Financial Aid; Tutoring
IDENTIFIERS- Equal Education Opportunity Program PA; *Mansfield State College PA; *Pennsylvania

Characteristics of 521 Mansfield State College students participating in Pennsylvania's Equal Education Opportunity Program were studied during 1978-1982. The program, which was enacted by Act 101 in 1971, is designed to provide opportunities to educationally and economically disadvantaged populations. Findings include the following: 79 percent of the student participants were 18 to 21 years old; 93 percent were single; 54 percent reported the yearly income of their parents to be $6,100 and below; although there were no preferred major fields of study, most of the students were majoring in the social sciences, education, business, or had not declared a major; 52 percent participated in the Basic Education Opportunity Grant and the Pennsylvania Higher Education Assistance Agency Grants programs; 65 percent participated in academic, personal, career, and financial aid counseling; the retention rate for the program was 65 percent; reasons for program attrition included graduation, dismissal for academic reasons, withdrawal for personal reasons, and transfer. A chart illustrating the program organizational structure is appended, along with information on the responsibilities of the following program personnel: director, counselor, reading specialist/tutorial coordinator, peer counselor, and tutor. (SW)

ED 235 729 HE 016 704

Annual Summary of Program Review Activities, 1981-82. Commission Report 83-24.

California State Postsecondary Education Commission, Sacramento.

PUB DATE- 20 Jun 83

AVAILABLE FROM- California Postsecondary Education Commission, 1020 Twelfth Street, Sacramento, CA 95814.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTIONS- Agency Role; College Planning; *College Programs; College Role; *Community Colleges; Enrollment Trends; Higher Education; Intellectual Disciplines; Planning Commissions; *Program Development; *Program Evaluation; Program Proposals; Public Education; *State Colleges; *Statewide Planning

IDENTIFIERS- *California; California Community Colleges; California State University and Colleges; Mission Statements; Program Discontinuance; University of California

The program planning and review activities of the California Postsecondary Education Commission and the public segments for 1981-1982 are summarized. In addition, recommendations for segmental action for the 1981-1982 year are offered. Information is provided on the number of proposals for new programs for the University of California (the University), California State University (the State University), and California Community Colleges. Each of the 1981-1982 proposals is identified by campus, program title and level, and date submitted, and comments of Commission staff on the proposals are included. Data are also provided on the number of proposals by discipline for the three public segments for 1978-1979 through 1981-1982. The Commission's role in program review and segmental review activities are described, including information on programs or units that were discontinued in 1981-1982. Data are presented on projected and existing programs and 5-year enrollment trends in majors for the University and the State University. Attention is also directed to activities at the University and the State University to develop or revise mission statements for academic planning. (SW)

ED 235 310 CE 037 010

Linhardt, Richard E.; Hunter, Bill

Agricultural Mechanics Unit for Plant Science Core Curriculum. Volume 15, Number 4. Instructor's Guide.

Missouri Univ., Columbia. Instructional Materials Lab.

SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Career and Adult Education.
REPORT NO.- AGDEX-710
PUB DATE- Jun 83
AVAILABLE FROM- Instructional Materials Laboratory, 10 Industrial Education Bldg., University of Missouri-Columbia, Columbia, MO 65211 (Catalog No. AG-112-I).
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Agricultural Education; *Agricultural Engineering; Behavioral Objectives; Construction Materials; Core Curriculum; Diagrams; Equipment Maintenance; Equipment Utilization; Guidelines; Hand Tools; Instructional Materials; Job Skills; Learning Activities; Lesson Plans; *Machine Tools; Mechanical Skills; *Metal Working; Painting (Industrial Arts); Secondary Education; State Curriculum Guides; *Vocational Education; *Welding
IDENTIFIERS- Missouri; *Power Tools

This instructor's guide is intended for use in teaching the agricultural mechanics unit of a plant science core curriculum. Covered in the individual units of the guide are the following topics: arc welding (following safety procedures, controlling distortion, selecting and caring for electrodes, identifying the material to be welded, and welding in horizontal and vertical positions); oxy-acetylene welding (following safety practices, fusion welding, brazing metal, and heating metal); power tools; painting; tool sharpening and reconditioning (reconditioning wood chisels, plane irons, center punches, and chain saws); cold metal work; and material selection, plan reading, and plan interpretation. The introductory section of the guide contains a list of behavioral objectives, suggested motivational techniques and interest approaches, a list of references and materials, suggestions for evaluating student performance, a work schedule for agricultural mechanics in plant science, and a time allotment for agricultural mechanics skills in animal science and plant science. Included in the individual lessons are objectives, study questions, a list of references, a detailed teaching outline, an evaluation instrument, and answers to the evaluation instrument. (MN)

ED 235 383 CE 037 322

Bannister, Rosella; And Others
Personal and Family Financial Planning. A Staff Development Workshop for Secondary School Trainers and Teachers.
American Council of Life Insurance, Washington, D.C.
PUB DATE- 83
AVAILABLE FROM- Order Entry Dept., American Council of Life Insurance, 1850 K Street, NW, Washington, DC 20006 (Order No. 121--$5.00; related slide/cassette, Order No. C83--$3.00).
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Behavioral Objectives; *Consumer Education; *Faculty Development; *Fused Curriculum; Higher Education; Inservice Teacher Education; Instructional Materials; Learning Activities; *Money Management; Planning; Secondary Education; *Secondary School Teachers; Teaching Guides; Workshops

This manual for teacher trainers and staff development specialists contains information and materials for an 18-hour personal and financial planning workshop for secondary teachers. Part A is a guide for workshop directors. It defines personal and family financial planning, provides background information on financial planning education, and presents six financial planning competencies. Instructions include session descriptions, recommended procedures, preparations for each workshop session, and general financial planning resource information. A process model of staff development reviews the development and delivery of training workshops. Part B contains the seven workshop sessions and related material. (Sessions last either 90 minutes or 3 hours.) The first two sessions orient participants to personal and financial planning and engage them in activities to develop financial plans. The third workshop focuses on the means by which people obtain financial resources. Sessions IV, V, and VI examine specific elements of financial planning--spending and borrowing, saving and investing, and protecting and sharing financial resources. The final session deals with the infusion of financial planning into the secondary school curriculum. Contents of each session include an introduction, competencies and basic generalizations, objectives, content outline, activity schedule, handouts, visual aids, resources for classroom use, and basic resources. (YLB)

ED 235 524 CS 504 350

Jassem, Harvey C.
An Examination of Self Regulation of Broadcasting.
PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141) Journal Articles (080)
DESCRIPTIONS- *Broadcast Industry; *Codes of Ethics; Mass Media; Media Research; Public Opinion; *Radio; *Television; United States History
IDENTIFIERS- *National Association of Broadcasters; *Self Regulation (Industry)

In 1928, the National Association of Broadcasters (NAB) developed a voluntary code of ethics to reduce public criticism of radio. Critics claimed that these NAB efforts at self-regulation were either too lenient or so strong that they posed antitrust problems. Still others focused on the issue of accountability in the code making process, suggesting that changes over the years reflected political pressures more than concern for the public. An understanding of the code and its implementation indicates that all three observations had some truth to them. The code did not demand strict adherence of broadcasters but was very strict for nonbroadcasters such as advertisers. While the Code appears to have had some impact on broadcast content, impact that even many nonbroadcasters would rate positively, that impact was unenforceable and was ultimately designed to meet the interests of the broadcasters. In January 1983, the NAB disbanded its Code Authority Board, thereby ending the industry's organized self-regulation. The loss of the NAB's codes should not significantly alter the degree to which the public is protected. (HTH)

ED 235 604 EC 160 439

Ramsey, Roberta S.; Ramsey, Russell W.

The Learning Disabilities Program in Job Corps.

PUB DATE- Jul 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Federal Programs; *Handicap Identification; Incidence; Intervention; *Learning Disabilities; *Program Effectiveness; Screening Tests; Young Adults
IDENTIFIERS- *Job Corps

Because the results of one study concluded that 23% of the male participants and 11.5% of the female participants in the federally funded Job Corps program demonstrated a genuine learning disability (LD), an identification and intervention program was initiated in one Center during 1980. Identification procedures included the Job Corps screening device plus screening tests in reading and math, and a physical examination. Among results of the pilot intervention program were that participants with an LD who received the special instruction remained an average of 31% longer in the Job Corps program than did LD students who received the basic education curriculum. Participants in the special instruction program also made greater gains as shown in reading and math pre- and post-tests. Also noted was a 60% reduction in disciplinary infractions among participants in the special instruction program and a concomitant rise in commitment to career development. The program included emphasis on individualization, precise feedback and sequential learning of skill hierarchies. A description of the legal history of the issues involved with educational programs for LD students, a list of 46 references, and biographical information on the authors are appended. (CL)

ED 235 668 EC 160 828

Department of Defense Dependents Schools Special Education Dispute Management System.

Dependents Schools (DOD), Washington, D.C.

PUB DATE- 17 Dec 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTIONS- *Arbitration; Conflict Resolution; Decision Making; *Disabilities; *Due Process; Elementary Secondary Education; *Hearings
IDENTIFIERS- *Dependents Schools

The regulations outline procedures and policies for resolving disputes in special education in the U.S. Department of Defense Dependents schools. Processes involved in conferences, mediation, and due process hearings concerning issues of identification, eligibility, individualized education programs, or programing are outlined. At each of the three levels (conference, mediation, due process hearing) information is specified regarding responsible official, membership, procedure, results, and distribution of documents. Sample forms are included, as are details of the procedures for conducting due process hearings. (CL)

ED 235 492 CS 207 715

Sternglass, Marilyn
Applying Text-Processing Principles to College Writing.
PUB DATE- Jul 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
Information Analysis/State-of-the-Art Materials (070)

DESCRIPTIONS- *Cognitive Processes; Communication (Thought Transfer); Critical Thinking; Higher Education; Reading Comprehension; Schemata (Cognition); *Teaching Methods; *Word Processing; *Writing Instruction; *Writing Skills
IDENTIFIERS- Inferences; *Macrostructures; Reader Text Relationship

People construct macrostructures to reduce and organize incoming semantic information. When they make a prediction on a paper's outcome based on the work's first sentence or paragraph, readers are using preliminary input to construct a macroproposition about the paper's focus. The macrostructure may be explicitly stated--either in the opening sentence or paragraph or within the text--or it may be inferred by the readers as they create links of the causal chain. Also important in the understanding of macrostructures is the idea of informativity, or the extent to which a presented text is new, unexpected, or unpredictable. A highly predictable text may be efficient for processing but cannot be effective because it stimulates little interest. Thus, both text processing and text production are complex cognitive operations requiring the construction of generalizations, abstractions, and inferences before effective communication can occur. (HOD)

ED 235 635 EC 160 492

Tobias, Robert; And Others
Pre-Placement Program for Severely Multi-Handicapped Deaf-Blind Children, 1980-1981. Final Evaluation Report.
New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Academic Achievement; *Deaf Blind; Multiple Disabilities; Parent Participation; *Program Evaluation; Severe Disabilities; *Transitional Programs

Evaluation of the sixth and final year of operation for a preplacement program for 13 severely multiply handicapped deaf blind children, located in the Industrial Home for the Blind, is reported. The program is explained to prepare students for entrance into their existing special education programs. Qualitative findings on the physical setting, equipment, supplies, activities, staff, and transportation are presented. Quantitative findings focus on pupil achievement (criteria were achieved in mobility and self help skills but not in communication, social, or psychomotor-perceptual skills) and parent involvement (all of the parents were involved in the program through school visits, attendance at meetings, telephone contacts, or rehabilitation conferences). Recommendations are offered for program improvement. (CL)

ED 235 340 CE 037 131

Motor Transportation Technology: Automechanics. Fuel and Exhaust System. Block VII. A-VII.

Texas A and M Univ., College Station. Vocational Instructional Services.

SPONS. AGENCY- Texas Education Agency, Austin. Dept. of Occupational Education and Technology.

PUB DATE- 78

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTIONS- *Auto Mechanics; Behavioral Objectives; Curriculum Guides; Engines; *Fuels; Learning Activities; Lesson Plans; Motor Vehicles; Postsecondary Education; Secondary Education; Trade and Industrial Education

IDENTIFIERS- *Automotive Exhaust Systems; *Automotive Fuel Systems

Instructional materials on fuel and exhaust systems are provided for an auto mechanics course in the motor transportation technology program. Instructor's plans are provided for five units. Each unit consists of instructional and manipulative lessons. The format of an instructional lesson is as follows: the subject, aim, a listing of teaching aids and materials, a list of references, prerequisites, preparation of the learner through motivation, presentation of information (instructional topics/teaching points and student and teacher activities), application, verification and/or evaluation, summary, and suggested reading for students. Instructor's plans for manipulative lessons detail a task, its aim, tools and equipment, materials, teaching aids, references, prerequisites, checking standards, preparation of the learner through motivation, presentation of the skills (steps and key points), application, verification and/or evaluation, summary, and suggested readings for students. Information sheets, job sheets, and worksheets are also provided for each lesson. Topics covered in the lessons are gasoline (automotive fuel), carburetor air cleaners, crankcase ventilation, fuel tank, fuel pump, carburetor, heat riser, and exhaust system. (YLB)

ED 235 398 CG 016 931

Wilson, Helen
Increased Challenge with the Elderly.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- Aging (Individuals); Alienation; *Art Expression; Art Therapy; *Depression (Psychology); Gerontology; Motivation; *Older Adults; *Program Effectiveness; Self Concept; *Stimulation; Withdrawal (Psychology)

Research has shown that too little stress or stimulation can increase health risks. To determine the effectiveness of mild stimulation on the depression levels and feelings of self-worth of the elderly, 24 withdrawn nursing home residents participated in a non-judgemental 6-month art expression group. Half the group were assigned to a control condition. The experimental group met twice a week for 2 hours a day. The mild stimulus was provided by a local program known as Growth Through Art. Socialization and discussion were encouraged equally with expression through art. Pre- and post-testing of both groups with the Cattell Depression Scale and attendants' notes and anecdotal reporting showed the art activity inhibited depression, which increased significantly in the control group. Activity levels of participants in both the experimental and control groups remained about the same and there were no significant changes in self-concept. (JAC)

ED 235 414 CG 016 947

Hendrickson, Leslie
The Evaluation of an Oregon School District's Guidance and Counseling Activities.
PUB DATE- Feb 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Administrative Organization; Content Analysis; *Counseling Services; Counselor Evaluation; *Counselor Role; Educational Planning; Elementary Secondary Education; Guidance Programs; *Program Effectiveness; Program Evaluation; *School Counselors; *School Guidance; Staff Utilization
IDENTIFIERS- *Oregon

This evaluation examines the administrative history, staffing levels and content of school district guidance and counseling activities. Case studies were made in a 50 percent random sample of the Eugene, Oregon school district's 45 elementary schools. Eight hundred teachers, parents and students were interviewed. All school plans were reviewed. Five-year staffing patterns and staff changes were studied. For 15 days all district staff with guidance and counseling responsibilities recorded characteristics of guidance and counseling contacts. Schools with and without counselors were studied to estimate differences in who receives services and what is provided. Results showed systematic differences in the level and kind of services provided secondary and elementary students. Approximately one-third of the schools studied had stable programs. Schools with stable programs provided a broader range of services and distributed them in a more equitable manner. An organization chart of the Oregon Department of Education guidance and counseling operations for 1980-81 and tables of evaluation results are included. (Author/JAC)

Prosen, Sue
Counseling Services for Illiterate Adults.
SPONS. AGENCY- Maryland State Dept. of Education, Baltimore. Adult Continuing Education Section.
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Adult Basic Education; Adult Counseling; *Adult Literacy; *Adult Students; *Counseling Services; Counselor Role; Dropout Programs; Illiteracy; Needs Assessment; Program Attitudes; Program Design; Program Effectiveness; *Student Needs
IDENTIFIERS- Maryland

In the United States, illiterate adults account for 20 percent of citizens over age 16. Yearly, 5 percent of these adults without a high school diploma are enrolled in Adult Basic Education (ABE) courses, which offer few appropriate counseling services. In order to study the counseling services available to ABE students in Maryland, on-site visits of current facilities and surveys of participants were conducted. On-site visits gathered data on the size and scope of the program, counseling materials, scope of counseling services, and projected program needs. Survey information was gathered from counselors (N=27), teachers (N=119), and students (N=848) of these programs. The student survey focused on the types, sources, and availability of assistance; the teacher survey incorporated the student survey, and sought information on student numbers, counseling related activities, and counseling needs. The counselor survey incorporated the two previous surveys and documented the types and number of direct services, and in-service training needs. An analysis of the findings led to a recommendation for the development of comprehensive counseling services on three levels: (1) entrance services should advertise availability of services, provide orientation, and academic planning and support groups; (2) on-going services should monitor academic progress and provide career guidance and support; and (3) exit services should include pre-exit interviews and follow-up. It was concluded that an array of paraprofessional and professional service providers would be most beneficial in meeting the ABE students' needs. (BL)

ED 235 460 CS 007 202

Chall, Jeanne S.
Vocabularies for Reading: How Large? What Kind?
PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Information Analysis/State-of-the-Art Materials (070)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Context Clues; Elementary Secondary Education; *Reading Comprehension; Reading Habits; Reading Improvement; Reading Materials; *Reading Skills; *Teaching Methods; *Vocabulary Development; *Vocabulary Skills; *Word Recognition

Research has consistently shown that vocabulary knowledge, including both word recognition skills and understanding of word meaning, is highly predictive of achievement in other aspects of reading--oral and silent reading and comprehension. The importance of instruction in word recognition and decoding has been recently demonstrated by the rise in the National Assessment of Educational Progress reading scores of fourth grade students between 1970 and 1980. In addition to direct training, students also need exposure to challenging reading materials in order to develop effective vocabularies. Children from minority and low income families, especially, need both direct and contextual vocabulary instruction if they are to become good adult readers. (MM)

ED 235 574 EA 016 134

Bird, Ronald E.
An Analysis of the ECIA Chapter One Formula for Allocating Compensatory Education Grants to Local Education Agencies. Selected Monographs in Educational Policy Research, Number 2.
Southeastern Regional Council for Educational Improvement, Research Triangle Park, N.C.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Research/Technical (143)
DESCRIPTIONS- *Compensatory Education; *Computer Simulation; Economic Status; Educational Economics; *Educationally Disadvantaged; Educational Trends; Elementary Secondary Education; Expenditure Per Student; Federal Legislation; Fiscal Capacity; Futures (of Society); *Grants; *Mathematical Formulas; Prediction; School Districts; *State Federal Aid
IDENTIFIERS- *Education Consolidation Improvement Act Chapter 1

Chapter One of the Education Consolidation and Improvement Act (ECIA) distributes compensatory education grants on the basis of a formula that considers population and cost factors for each of the nation's 3,128 counties. The focus of this report is the effectiveness of that formula in meeting the stated purpose of the legislation to provide aid for educationally disadvantaged children, defined as those who are economically deprived. The study, using a specially constructed computer model of the funding formula, projects allocations for all counties through 1987 and examines the distributional effects of proposed formula modifications. Among the findings are an inverse relationship between proportionate concentrations of economically disadvantaged youngsters and allocations per eligible child. The formula calculates the entitlement for each county by multiplying the number of eligible children by an education cost factor specific to the state in which the county is located. Most states with low per pupil expenditure also have low per capita income--an indicator of limited government fiscal capacity. To address the gap between the expressed intent and the implementation of the legislation, three alternative modifications are suggested. Tables and figures accompany the text. (MLF)

ED 235 619 EC 160 471

Booth, Tony

Special Needs in Education (E241): National Perspectives, Unit 10.

Open Univ., Walton, Bletchley, Bucks (England).
REPORT NO.- ISBN-0-335-13127-1
PUB DATE- 82
AVAILABLE FROM- Open University Educational Enterprises, Ltd., 12 Cofferidge Close, Stony Stratford, Milton Keynes, MK11 1BY England (no price quoted).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- Cross Cultural Studies; *Disabilities; *Educational Policy; Elementary Secondary Education; *Mainstreaming; *Policy Formation; Special Education
IDENTIFIERS- *Italy; *Norway; United Kingdom; *United States

One of 16 booklets designed for use in an Open University course on the education of handicapped children in the United Kingdom, this document focuses on special education policy efforts in Norway, the United States and Italy. Separate chapters present information on each country, especially detailing each country's attempts to provide for integrated schooling for handicapped students. Norway's experience is highlighted in terms of reforms begun in 1920. The Italian approach to integration is considered in light of the country's economic, cultural, religious and political diversity. In the United States, the federal government's initiative (via P.L. 94-142, the Education for All Handicapped Children Act) is detailed, with attention paid to mainstreaming and the individualized education program. Positive and negative effects of the law are briefly summarized. A final section considers the creation of policy; compares the United Kingdom's approaches to policy formation with those of Italy, Norway, and the United States; and questions whether coordination of policy towards integration is desirable and possible in the United Kingdom. Suggested readings and activities are included throughout. (CL)

ED 235 652 EC 160 809

A Resource Manual for the Development and Evaluation of Special Programs for Exceptional Students. Volume V-C: Affective Curriculum for Secondary Emotionally Handicapped Students.

Orange County Public Schools, Orlando, Fla.

SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Bureau of Education for Exceptional Students.

PUB DATE- Jun 83

LANGUAGE- English

EDRS Pric - MF01/PC14 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTIONS- *Communication Skills; Curriculum Guides; *Emotional Disturbances; *Interpersonal Competence; *Problem Solving; Secondary Education; *Self Control; Social Development

The manual presents a curriculum designed for use with emotionally disturbed adolescents. The curriculum is designed to help students learn skills needed to behave in a socially competent manner and to provide teachers with a systematic approach to their instruction. The curriculum consists of four units (self control, problem solving, communication, and behavioral interactions). Each unit is further broken down into 18 skill units and activity lessons designed to accompany the skill units. The unit on social problem solving is seen to be at the core of the curriculum, with self control a necessary prelude. Communication and behavioral interaction units are viewed as ancillary aspects of social problem solving. Skill lessons follow a specified format, with information on objectives, introductory guidelines for the teacher, a review of the previous lesson, a discussion of new ideas and skills, opportunities for practicing the new skill with feedback and using the teacher or other students as models. Summary and assignment information concludes each skill unit. The first 14 skill lessons of each unit are followed by activities designed to provide extra practice in a new setting. Among appended information are sample parent newsletters and guidelines for staff development. (CL)

ED 235 701 HE 016 573

Toombs, William; Wilkinson, Robert

An Inventory of Research Units in Pennsylvania, June 1983. List of Units and Index.

Pennsylvania Association of Colleges and Universities, Harrisburg.; Pennsylvania State Univ., University Park. Center for the Study of Higher Education.

SPONS. AGENCY- Appalachian Regional Commission, Harrisburg, PA.; Pennsylvania Science and Engineering Foundation, Harrisburg.
REPORT NO.- ISBN-0-8182-0016-2
PUB DATE- Jun 83
CONTRACT- ARC-82-90PA-8432-82-1-302-0513
GRANT- 81-27
AVAILABLE FROM- Pennsylvania Department of Commerce, Bureau of Research, Room 410, Forum Building, Harrisburg, PA 17120 ($10.20).
LANGUAGE- English
EDRS Price - MF01/PC20 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132) Reference Materials - Vocabularies/Classifications (134)
DESCRIPTIONS- *Business; *Classification; *Databases; Directories; Equipment; Geographic Location; Geographic Regions; Higher Education; Indexes; Information Needs; Program Guides; *Research and Development Centers; Researchers; *Research Projects; School Business Relationship; *Specialization; State Surveys
IDENTIFIERS- *Pennsylvania

A catalog of research units in Pennsylvania is presented as part of the Pennsylvania Research Inventory Project. This project focuses on research units that have a defined focus of interest, specialized professional personnel, funding or budgeted support, and distinctive products and/or outcomes. The catalog lists research units in alphabetical order by the name of the parent company or sponsoring institution. Two simplified indexes can be used to locate all research units in a particular category on the printed list. The geographical index is entered by using development regions (shown on a map), counties within each region, and units within each county. The Standard Industrial Code (SIC) and the Record ID for each entry are also shown. A second users index shows the SIC code with the description of each category. After the three digit category, all the Record IDs are listed for units engaged in research under the subject area. In addition, a list of key terms contains all the descriptive words used by survey respondents to explain their research activities. The "NCES Academic Program" section provides a detailed outline of another taxonomy used by respondents to specify their work. (SW)

ED 235 355 CE 037 173

Conti, Gary J.

Analysis of Scores on Principles of Adult Learning Scale for Part-Time Faculty and Recommendations for Staff Development Activities.

Texas A and M Univ., College Station.

PUB DATE- Mar 83

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTIONS- Adult Basic Education; *Adult Education; *Adult Educators; Classroom Techniques; Cultural Differences; Educational Needs; Educational Philosophy; *Educational Practices; Educational Strategies; Hispanic Americans; Inservice Teacher Education; Literature Reviews; Needs Assessment; *Part Time Faculty; Questionnaires; Staff Development; Surveys; Teacher Attitudes; Teacher Role; *Teaching Methods

IDENTIFIERS- Collaborative Learning; *Collaborative Teaching; Hidalgo Starr Adult Education Coop TX; Learner Centered Instruction; *Principles of Adult Learning Scale

A study assessed the degree to which teachers in the Hidalgo-Starr Adult Education Coop in Texas support and practice the principles in the literature on adult education. During the project, 94 part-time teachers from the Hidalgo-Starr Adult Education Coop completed the Principles of Adult Learning Scale (PALS). (The PALS is a validated 44-item summated rating scale that is designed to provide an overall measure of the support of the collaborative teaching and learning mode and seven individual scores on factors comprising this mode.) While the mean score for the PALS is 146, the mean score of the Hidalgo-Starr Coop teachers was 134.3, indicating that 73 percent of those taking the PALS expressed stronger support of the collaborative mode than did the Hidalgo-Starr teachers. Based on an analysis of the teachers' scores by individual factors that comprise the collaborative mode, researchers recommended that administrators at the Hidalgo-Starr Coop organize inservice staff development activities focusing upon the cultural factors that shape the characteristics and learning processes of the Hispanic students studying at the coop as well as upon the concept of the learner-centered classroom and the role of the teacher as a facilitator rather than a giver of knowledge. (MN)

ED 235 370 CE 037 287

Spignesi, B.
Air Conditioner Charging. Automotive Mechanics. Air Conditioning. Instructor's Guide and Student Guide.
State Fair Community Coll., Sedalia, Mo.
REPORT NO.- AM-83-310
PUB DATE- Jul 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- *Air Conditioning; *Air Conditioning Equipment; *Auto Mechanics; Behavioral Objectives; Classroom Techniques; *Equipment Maintenance; Guidelines; Individualized Instruction; Instructional Materials; Job Skills; Learning Modules; *Mechanical Skills; Postsecondary Education; Refrigeration; Secondary Education; *Trade and Industrial Education
IDENTIFIERS- Automobiles

This instructional package, one in a series of individualized instructional units on automobile air conditioning, consists of a student guide and an instructor guide dealing with air conditioning charging. Covered in the module are checking the air conditioning system for leaks, checking and adding refrigerant oil as needed, evacuating the system, recharging the system with freon, and adding a partial charge to a system without a sight glass. The student guide contains an introduction, a list of procedures for completing the unit, an information sheet, and a posttest. Included in the instructor guide are an introduction, performance objectives, a list of references, suggested instructional materials, and an instructional script. (MN)

ED 235 476 CS 007 333

Ortony, Andrew; Radin, Dean I.
SAPIENS: Spreading Activation Processor for Information Encoded in Network Structures. Technical Report No. 296.
Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.
SPONS. AGENCY- National Academy of Education, Washington, D.C.; National Inst. of Education (ED), Washington, DC.
PUB DATE- Oct 83
CONTRACT- 400-76-0116
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Artificial Intelligence; Cognitive Processes; *Computational Linguistics; *Computer Programs; Computers; Computer Science; *Information Retrieval; Language Processing; Language Research; Reading Research
IDENTIFIERS- Relevance (Evaluation)

The product of researchers' efforts to develop a computer processor which distinguishes between relevant and irrelevant information in the database, Spreading Activation Processor for Information Encoded in Network Structures (SAPIENS) exhibits (1) context sensitivity, (2) efficiency, (3) decreasing activation over time, (4) summation of activation, and (5) an activation threshold for each node that determines whether it will transmit activation to other nodes. Used for natural language processing, when given several input words, SAPIENS can quickly identify from its 16,000 word database a set of 10 to 20 relevant words without extensive searching. SAPIENS could be employed in other artificial intelligence domains as well. (MM)

ED 235 508 CS 504 157

Gifford, Carol J.
Health Team Literature: A Review and Application with Implications for Communication Research.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Speeches, Conference Papers, "Papers Presented at..." (150)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Communication Research; *Cooperation; *Evaluation Methods; *Geriatrics; Gerontology; *Health Personnel; Interdisciplinary Approach; Older Adults; Primary Health Care; Research Needs; *Training Methods
IDENTIFIERS- *Health Care Teams

Health communication, gerontology/geriatrics, and the interdisciplinary team approach to health care are considered together in this paper as a critical field for communication research. The first section of the paper offers a definition of interdisciplinary health care teams, then reviews their goals, composition, history and training. The second section explains how the team approach is applicable to geriatrics, while the third section reviews the literature evaluating interdisciplinary teams, listing both positive and negative findings, of which the most significant is the need for better team communication. The fourth section raises issues for further research and evaluation by health care and communications professionals working together. (FL)

ED 235 525 CS 504 353

Moore, Michael R.
Functional Communication Competencies and Basic Speech Communication Instruction in Higher Education: A Short Course.
PUB DATE- Nov 79
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Communication (Thought Transfer); Competency Based Education; *Course Content; Course Descriptions; Higher Education; *Models; Skill Development; *Speech Communication; *Speech Curriculum; *Speech Instruction; *Speech Skills
IDENTIFIERS- *Communication Competencies

Intended for use by college basic speech communication course directors and teachers, the course described in this paper is based on the model of communication competency developed by R. R. Allen and K. L. Brown. The first section of the paper presented a brief discussion of the model, which defines a competent communicator as one who is capable of selecting from a wide range of verbal and nonverbal behaviors (controlling, feeling, informing, ritualizing, and imagining behaviors) those that he or she perceives to be the most appropriate for the specific situation and time. The remaining sections of the paper contain (1) additional definitions of communication competence, (2) definitions of the communication functions, (3) an exercise calling for the application of the different functions to specific situations, (4) a discussion of the elements of communication competence, (5) a communication function and classroom activity matrix, (6) guidelines for preparing activities for each function, and (7) sample activities illustrating each function. (FL)

ED 235 542 EA 015 934

AASA Executive Committee Adopts Position Statement on Merit Pay.
American Association of School Administrators, Arlington, Va.
PUB DATE- Sep 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Journal Articles (080)
DESCRIPTIONS- Elementary Secondary Education; *Merit Pay; Personnel Policy; Position Papers; *Success; *Teacher Salaries
IDENTIFIERS- American Association of School Administrators; PF Project

The American Association of School Administrators believes that professional compensation programs for teachers should incorporate three goals: (1) entry level salaries should be sufficiently high to attract the top one-fourth of those choosing vocations requiring at least a bachelor's degree; (2) the plan must be sufficiently competitive to hold a competent staff; and (3) several principles must be included to assure success. These principles are that the program should be open to all who wish to compete, merit salaries should range 5 to 20 percent above those paid to similar competent professionals, evaluations should be based on measurable abilities, wide political support will be necessary to attain adequate funding, and those who will be affected should be involved in the development. Those who develop merit programs need to be aware of problems which have caused difficulty in the past. A key factor is productivity. Ultimately, a merit pay plan should be judged by its ability to assure effective education for all students. (DC)

ED 235 590 EA 016 155

Roche, G.
Remodelling of a Lycee in Grenoble. Programme on Educational Building 14.
Organisation for Economic Cooperation and Development, Paris (France).
REPORT NO.- OECD-PEB-14
PUB DATE- 83
AVAILABLE FROM- Director of Information, Organisation for Economic Cooperation and Development, 2, rue Andre-Pascal, 75775 Paris Cedex 16, France (available in limited numbers; French title: "Reamenagement d'un Lycee a Grenoble").
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Classroom Design; *Curriculum Development; Design Requirements; *Educational Facilities; *Educational Facilities Design; *Educational Facilities Planning; Elementary Secondary Education; Facility Requirements; Foreign Countries
IDENTIFIERS- *France (Grenoble)

The 1973 remodeling of the Emmanuel Mounier Lycee in Grenoble, France, shows how a secondary educational facility can respond to expanding school offerings. As background to the lycee's expansion, the author, who was principal of the school during its remodeling, provides general information on the French educational system and on the consequent design and use of school buildings in France. The general information includes an overview of educational tracks in elementary and secondary schools, an analysis of the age and use of floor space in common school buildings, and the rationale behind the program of remodeling facilities. The second part of the report focuses on educational facilities and needs in Grenoble and describes the city's schools with their present educational tracks. The schools are examined to point out how they fell short in satisfying the national emphasis on more comprehensive schools covering more areas of the full curriculum. The author finally focuses on his school's experiment in emphasizing pupils' independent work and in remodeling its facilities to fit the emphasis on independence in the curriculum. (JW)

ED 235 686 FL 013 990

Segal, Bertha

Ensenando El Espanol por Medio de Accion (Teaching Spanish through Action).

PUB DATE- Jul 82

AVAILABLE FROM- Bertha E. Segal, Inc., 1749 Eucalyptus St., Brea, CA 92621 ($15.70)

LANGUAGE- Spanish

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTIONS- Instructional Materials; *Kinesthetic Methods; Lesson Plans; *Second Language Instruction; *Spanish; Teaching Guides; Teaching Methods

IDENTIFIERS- *Total Physical Response

A teaching guide containing 102 elementary to intermediate level Spanish lessons is presented. The lessons are based on the Total Physical Response technique of second language teaching. They follow the stages of first language acquisition: listening, speaking, and reading. Each of the ten units contains a list of new vocabulary words, individual lessons, a review lesson, and a grid for recording student performance in the review lesson. Guidelines for conducting the lessons are provided. (RW)

ED 235 730 HE 016 707

Litkowski, Thomas
Free Universities and Learning Referral Centers, 1981.
National Center for Education Statistics (ED), Washington, DC.
REPORT NO.- NCES-83-312
PUB DATE- 83
AVAILABLE FROM- National Center for Education Statistics, U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, DC 20202.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132) Reports - Descriptive (Program/Project Descriptions) (141) Numerical/Quantitative Data (110)
DESCRIPTIONS- *Community Programs; Educational Finance; Educational Needs; Expenditures; Financial Support; *Free Schools; Higher Education; Income; *Information Centers; Institutional Characteristics; Program Costs; *Referral; School Personnel; School Registration
IDENTIFIERS- *Learning Referral Centers

Characteristics of 187 free universities and 21 learning referral centers and information on registrations and referrals, finance, and staffing are examined, based on 1982 followup survey results. A free university is broadly defined as an organization that offers to the general public ungraded, unaccredited classes that anyone can teach; learning referral centers allow persons to register their learning needs and help match potential learners with resource people. Information is provided on the following: number of free universities and centers by year founded, affiliation, and eligibility for activities; number and percent of registrations and referrals by school affiliation; number and percent of free universities and centers charging fees for services; expenditures of free universities by expenditure size and type of expenditure, and of centers, by type of expenditure; revenues of free universities, by expenditure size and source of revenue, and of centers, by source of revenue; number of staff in free universities and centers, by paid staff size and pay status; and number of sections offered by free universities, for selected subjects. Information on the survey methodology and a directory of free universities and learning referral centers are included. (SW)

ED 235 311 CE 037 011

Hansen, Joan
Comprehensive Guide for Middle School Programs. Instructor's Guide.
Missouri Univ., Columbia. Instructional Materials Lab.
SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Career and Adult Education.
PUB DATE- Jun 83
AVAILABLE FROM- Instructional Materials Laboratory, 10 Industrial Education Bldg., University of Missouri-Columbia, Columbia, MO 65211 (Catalog No. HE-54-I).
LANGUAGE- English
EDRS Price - MF01/PC17 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Behavioral Objectives; Clothing Instruction; Consumer Economics; *Consumer Education; Cooking Instruction; Foods Instruction; Guidelines; *Home Economics; Home Economics Skills; *Homemaking Skills; *Home Management; Hygiene; Instructional Materials; Junior High Schools; Learning Activities; Middle Schools; Money Management; *Nutrition Instruction; *Occupational Home Economics; Parenthood Education; Self Concept; Sewing Instruction; State Curriculum Guides
IDENTIFIERS- Missouri

This instructor's guide contains materials for use in teaching a middle school exploratory home economics course. Addressed in the individual units of the guide are the following topics: nutrition education and food management, parenting education, resource management, clothing management, and personal management. Each section contains a unit objective; specific objectives; suggested activities; instructional materials (an objective sheet, an information outline, handouts, transparency masters, assignment sheets, answers to the assignment sheets, job sheets, a unit test, and answers to the unit test); a list of references; and notes to the teacher. (MN)

ED 235 325 CE 037 098

Clark, Marilyn; And Others

School Textbooks and Lifelong Learning: Textbooks as Tools for Learning How to Learn. An Exploratory Case Study: United States of America.

Northwest Regional Educational Lab., Portland, Oreg.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- May 80
GRANT- OB-NIE-G-78-0206
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Basic Skills; Biology; Case Studies; Daily Living Skills; Educational Needs; Educational Practices; *Learning Strategies; *Lifelong Learning; Needs Assessment; Questionnaires; Secondary Education; Social Studies; Student Attitudes; Surveys; *Textbook Content; Textbook Preparation; Textbook Publication; Textbook Research; *Textbooks; *Textbook Selection
IDENTIFIERS- United States

A study explored the effectiveness of secondary school textbooks as tools for developing attitudes or skills that are essential for lifelong learning. During the study, a student textbook review questionnaire was administered to about 60 students from five high schools in the Portland, Oregon area. The students were asked to evaluate eight social studies and four biology textbooks from the perspective of how frequently the textbooks explicitly required users to develop attitudes or skills in the following areas: behavior (information seeking, problem solving, independence, looking for relationships among disciplines, and utilizing community resources for learning); life skills (preparing for careers, higher learning, adult life roles, and constructive use of leisure time); attitude (cooperating with others, developing curiosity, viewing learning as a source of personal satisfaction, and setting goals and standards of accomplishment); and basic skills. Based on the students' responses, recommendations were made calling for more emphasis on relating facts and figures to students' own experiences and relating textbook content to students' present and future activities as family members, workers, and citizens. More emphasis on basic skills in math, communication, and problem solving and greater concern for student attitudes and values were other needs identified by the study. (MN)

ED 235 445 CG 016 981

Covey, Mark K.

Relationship between Social Skill and Conflict Resolution Tactics.

PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Affective Behavior; Aggression; Antisocial Behavior; College Students; *Conflict Resolution; Emotional Response; Higher Education; *Interpersonal Competence; Predictor Variables; Problem Solving; *Social Cognition; Verbal Communication; Violence

Although the importance of social skill to interactions with others has long been recognized for clinical individuals, such skills are also of benefit to non-clinical populations. To investigate the potential relationships between social skill and interpersonal conflict resolution tactics, 287 college students (140 males and 147 females) completed a measure of general social skill, the Social Performance Survey Schedule (SPSS), and a measure of tactics used during conflict situations, the Conflict-Tactics Scale (CTS). The SPSS is a 5-point rating scale of 100 items, resulting in a full-measure score of total social skill. The CTS is also a 5-point scale which has been factor-analyzed to produce subscale scores in Reasoning, Verbal Aggression, and Physical Violence. An analysis of the results revealed a high correlation between social skill and the use of verbal reasoning in the resolution of conflicts, thus implying social skill involves the use of non-aversive behaviors. Social skill was correlated negatively with verbal aggression and physical violence. Social skill was also found to influence the behavior of others, i.e., high social skills elicited reasoning, and reduced verbal aggression and violence in others. Socially skilled males used less verbal aggression and physical violence than unskilled males. Additional research should address causal relationships between social skill and specific behaviors in interactional contexts. (BL)

ED 235 559 EA 016 118

Fonvielle, Lanier Rand
Advocacy and the Link between Research and Practice.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Advocacy; Attendance; Community Involvement; *Dropout Prevention; Dropout Rate; Elementary Secondary Education; Needs Assessment; Parent School Relationship; Recordkeeping; *School Community Relationship; *School Holding Power; Truancy
IDENTIFIERS- North Carolina (Durham)

This report describes two studies completed by the Child Advocacy Commission of Durham, North Carolina. The Durham school system has one of the lowest retention rates of any system in the state. The studies were used to advocate for and help implement new and better dropout prevention strategies in their schools. The report also outlines the need for: reliable, accessible sources of data and records on specific existing local programs; programs that are evaluated using matched control groups and longitudinal results; and syntheses of research on major educational experiments. Ways researchers can work to have their findings implemented in the schools through community education and support are suggested. (MD)

ED 235 605 EC 160 441

Heskett, Eldon; Sherrill, Don
Individual Student Assessment Process: Lincoln Public Schools, 1982-83.
Lincoln Public Schools, Nebr.
SPONS. AGENCY- Nebraska State Dept. of Education, Lincoln.
PUB DATE- 82
GRANT- 80-55-001-201
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Decisionmaking; *Disabilities; Elementary Secondary Education; *Handicap Identification; Individualized Education Programs; Referral; *Student Evaluation; *Teamwork

The paper describes a framework for assessing students with suspected learning or behavior problems. The process is outlined in sequences which are designed to guide staff from the point of identification to the point where an alternative program may be recommended. Each sequence is described in terms of a step title, a description of procedures to be taken in the step, documentation procedures for the step, and question(s) to be answered before proceeding to the next step. The framework is intended to provide structure for making a "least-biased" assessment using a multidisciplinary team approach. Steps include documenting educational performance; contacting parents; conducting staffings; preparing and conducting an assessment; preparing assessment reports; forming an admissions, review, and dismissal committee; developing and approving Individual Education Programs; making placement decisions; and periodically evaluating student progress. Extensive appendixes include sample forms and procedural information for the admissions, review and dismissal committee. (CL)

ED 235 636 EC 160 493

Arnold, Bill R.; Hancock, Susan B.
The Hispanic Handicapped: A Bibliographic Listing of Relevant Attitudinal Research.
PUB DATE- 29 Jul 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTIONS- Cubans; *Cultural Differences; *Cultural Influences; *Disabilities; Employer Attitudes; *Employment; Family Relationship; Hispanic Americans; Mexican Americans; Puerto Ricans; *Social Bias

The bibliography presents information on 215 articles (1968-1982) concerning the effect of culture on the perception of handicapping conditions. Articles address the impact of the Mexican-American, Puerto Rican and Cuban cultural values on attitudinal barriers to employment. Articles were compiled by consulting the bibliographies of major reviews and from searches of eight databases (including National Rehabilitation Information Center, Medline, and Bilingual Education Bibliographic Abstracts) and organized into four topic areas: employer attitudes, family-relative attitudes, attitudes of the Hispanic handicapped, and rehabilitation service provider attitudes. Entries are alphabetized by author's name within each topic and include title, source, date, and pagination information. (Author/CL)

ED 235 669 EC 160 829

Perspectives on Interagency Collaboration.
Colorado State Dept. of Education, Denver.; Western States Technical Assistance Resource, Monmouth, Oreg.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Mar 83
CONTRACT- 300-80-0753
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTIONS- *Agency Cooperation; *Disabilities; Elementary Secondary Education; Federal State Relationship; Group Dynamics; Human Services; Program Development; Program Evaluation

Seven papers are presented from a 1982 conference on interagency collaboration in special education. Participants at the conference represented a variety of disciplines. B. McNulty and E. Soper cite 14 critical elements of successful interagency practice in chapter I, including communication, conflict resolution strategies, commitment to an ongoing process, and knowledge of external forces and influences. In the next chapter, E. Edgar and M. Maddox advance the Cookbook Model, an approach to interagency collaboration in which simple 'recipes' are developed, field tested, and disseminated. Notes on the evaluation of interagency collaboration are offered by J. McLaughlin and J. Elder, who propose an evaluation framework with hierarchical levels of use and concern. In the chapter on current practice, J. Elder summarizes a technical assistance project designed to improve services to preschoool handicapped children through interagency collaboration. Suggestions for group leaders are presented by B. McNulty in the chapter entitled "Managing Interagency Groups." The Maryland State Department of Education offers guidelines for the establishment and implementation of a multiple agency approach to services in chapter VI. In the final chapter, "Social Shock: The Devolution of Human Services," G. Bass addresses implications of the federal effort to turn the responsibility for human services over to the states. (CL)

ED 235 716 HE 016 671

Lingenfelter, Paul E.

The Uses and Abuses of Interstate Comparisons of Higher Education Funding.

National Association of Coll. and Univ. Business Officers, Washington, D.C.

PUB DATE- Sep 83
AVAILABLE FROM- National Association of College and University Business Officers, One Dupont Circle, Suite 510, Washington, DC 20036.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *College Planning; *Comparative Analysis; Data Analysis; Expenditures; Federal Aid; *Financial Policy; Financial Support; Government School Relationship; Higher Education; *Research Problems; School Taxes; *State Aid; Statistical Data

The analytical problems faced by gross interstate comparisons of higher education funding are reviewed, the overall usefulness to decision-makers of interstate comparisons, and other approaches to comparative analysis are considered. It is claimed that the usefulness of gross interstate comparisons is limited, since both technical and structural differences among states impair the comparability of the data. Technical issues include: the ways that states finance capital expenditures; the states' handling of employee benefits; the treatment of local taxes and state support for student aid programs; and state policies concerning federal funds and nontax funds. Structural differences among states are also discussed: differences in the maturity and size of higher education systems, the relative size of independent higher education, and the age and socioeconomics of the citizens. The analytical pitfalls of comparing a state's higher education appropriations to per-capita income, interpreting the percentage of state allocations to indicate relative priority of higher education among all state services, and comparing the rate of growth of higher education appropriations over time among states are described. It is advocated that interstate analytical efforts should focus on specific issues where the relevance of data to educational concerns is directly evident and problems of comparability are manageable. (SW)

ED 235 384 CE 037 323

Functional Literacy and the Workplace. Proceedings of a National Invitational Conference (Washington, District of Columbia, May 6, 1983).

American Council of Life Insurance, Washington, D.C.

PUB DATE- 83
AVAILABLE FROM- Order Fulfillment, American Council of Life Insurance, 1850 K Street, NW, Washington, DC 20006 (Order No. 125; single copy free).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Adult Education; Basic Skills; Education Work Relationship; Elementary Secondary Education; *Employment; *Employment Potential; *Functional Literacy; *Insurance Companies; Job Skills; Literacy Education; Postsecondary Education; School Business Relationship; Unemployment

These proceedings are from a conference that brought together representatives of the life and health insurance business, the private sector, labor, education, and government to address the literacy problem. An executive summary is followed by an introduction to the proceedings that gives an overview of the 11 presentations and by the opening presentation. Citing examples of the cost of illiteracy, Paul Simon underscores the need for improved skills in an information society, and makes recommendations to eliminate illiteracy among the unemployed and those on welfare. Herman Niebuhr, Jr. cites the obsolescence of the present organization and structure of education as a major cause of education problems. Regarding workplace needs, James Henry calls the state of basic skills in the workplace a problem of "crisis proportion," while Donald Mann discusses a need for better entry-level job skills in financial services and suggests ways in which business can help urban schools. Paul Delker expands upon the definition of literacy. Stanley Karson and Robert Feagles describe business responses to the literacy problem. The response of the New York State Education Department is discussed by Willard Daggett. Connie Sutton traces the evolution of literacy programs in two-year colleges. Harold Hodgkinson considers future directions for literacy efforts. (YLB)

ED 235 399 CG 016 932

Missing Children Act. (Report to Accompany H.R. 6976). House of Representatives, Ninety-Seventh Congress, Second Session. Report No. 97-820.

Congress of the U.S., Washington, D.C. House Committee on the Judiciary.

PUB DATE- 16 Sep 82

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTIONS- *Children; Crime; Data Collection; *Federal Legislation; Hearings; *Identification; Information Needs; *Information Networks; *Victims of Crime

IDENTIFIERS- Congress 97th; *Missing Persons; *Proposed Legislation

The Missing Children Act, H.R. 6976, is intended to establish a central repository of information to assist state and local officials in identifying all missing persons, including children. Children are more difficult to identify than adults because they generally do not maintain such common identifiers as drivers licenses or social security numbers, and physical descriptions such as height and weight are quickly out dated. Because there is no uniformly used method of notifying various law enforcement agencies that a child has been reported missing, a child that has been taken across country or state lines may not be found, or if found, not identified. In most cases, parents of missing children receive little support or assistance, and suffer severe emotional and financial hardships when attempting to search for a child on their own. The Missing Children Act provides for use of the FBI's National Crime Information Center (NCIC) as a central information clearinghouse on missing persons. A centralized file containing descriptive information of unidentified deceased individuals will also be maintained. (This report includes a cost estimate of the program by the Congressional Budget Office, a brief history of the bill, and an overview of the legislation. Background information which highlights the need for legislation, and transcripts of testimony from those in favor of the bill are also included.) (WAS)

ED 235 493 CS 207 720

Nancarrow, Paula Reed
Integrating Word Processors into a Freshman Composition Curriculum.
PUB DATE- Dec 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- College Freshmen; *Computer Assisted Instruction; Curriculum Design; Educational Equipment; Higher Education; *Integrated Activities; *Program Development; Revision (Written Composition); Teaching Methods; *Word Processing; Writing Exercises; *Writing Instruction; Writing Processes
IDENTIFIERS- *Freshman Composition

In integrating word processors into the structure of a freshman writing class, the instructor has two alternatives: to teach the course specifically as a word processing course, or to offer a word processing option to students on a volunteer basis, either in substitution for some other activity or as extra credit. The first method is good if one can limit class size to the amount of word processing equipment available. While the second alternative assures genuinely interested students the opportunity to learn word processing, it does not permit classroom discussion of lab activities. Whichever method is chosen, freshman writers should not be asked to do their papers on the word processor following a quick mini-course or demonstration. Instead, weekly exercises should be designed to demonstrate how word processing functions can help solve typical writing problems. It is also important not to overwhelm students by teaching too many commands at once. Since freshman writers are generally less experienced problem solvers than upper classmen, have not had as much exposure to computers, and barely have developed efficient writing habits, they usually need greater initial supervision in using the machines, a more controlled exposure to the various word processing options available to them, and clearer connections made between the word processor's capabilities for changing text and the demands of the writing process itself. (HOD)

ED 235 461 CS 007 237

Heerman, Charles E.
A Review of Traditional Cloze Testing Methodology.

PUB DATE- 4 May 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- *Cloze Procedure; Elementary Education; Literature Reviews; *Psycholinguistics; Readability; *Reading Research; Reading Tests; *Scientific Methodology; Test Construction; Test Reviews; *Test Validity

To analyze the validity of W. L. Taylor's cloze testing methodology, this paper first examines three areas contributing to Taylor's thinking: communications theory, the psychology of speech and communication, and the theory of dispositional mechanisms--or nonessential words--in speech. It then evaluates Taylor's research to determine how he established his initial methodology and what he later did to refine it. After reviewing other studies challenging the efficacy of the traditional cloze testing procedure, the paper concludes that, despite some reservations, the traditional methodology appears to provide a valid measure of readability. (MM)

ED 235 509 CS 504 197

Holloway, Hal; And Others
Report on an Action Caucus on Oral Interpretation in Forensic Competition.
PUB DATE- Nov 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTIONS- *Competition; Debate; *Evaluation Criteria; *Evaluation Methods; Higher Education; *Judges; *Oral Interpretation; *Speech Instruction
IDENTIFIERS- *Oral Interpretation Tournaments

The materials in this paper were drawn from an action caucus called to seek common criteria for the presentation and judging of oral interpretation and forensic tournaments. The first section of the paper consists of presentations made by participants. Topics covered in these presentations are (1) consistency in judging, (2) the role of oral interpretation in forensics, (3) the possibility of uniformity in judging oral interpretation, (4) the need for carefully formulated criteria for judging, (5) the problems of evaluating literature-in-performance at a competitive event, and (6) the need for modal distinctions in contest categories. The second section of the paper presents a precis of the two-hour discussion that followed the presentations, and a brief final section provides suggestions and recommendations emerging from the caucus. (FL)

ED 235 687 FL 013 991

Segal, Bertha
Deutschunterricht Durch Handeln (Teaching German through Action).
PUB DATE- 82
AVAILABLE FROM- Bertha E. Segal, Inc., 1749 Eucalyptus St., Brea, CA 92621 ($15.70)
LANGUAGE- German
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *German; Instructional Materials; *Kinesthetic Methods; Lesson Plans; *Second Language Instruction; Teaching Guides; Teaching Methods
IDENTIFIERS- *Total Physical Response

A teaching guide containing 102 elementary to intermediate level German lessons is presented. The lessons are based on the Total Physical Response technique of second language teaching. They follow the stages of first language acquisition: listening, speaking, and reading. Each of the ten units contains a list of new vocabulary words, instructions for individual lessons, a review lesson, and a grid for recording student performance on the review lesson. Guidelines for conducting the lessons are provided. (RW)

ED 235 341 CE 037 132

Motor Transportation Technology: Automechanics. Tune-Up. Block VIII. A-VIII.

Texas A and M Univ., College Station. Vocational Instructional Services.

SPONS. AGENCY- Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
PUB DATE- 78
LANGUAGE- English
EDRS Price - MF05 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Auto Mechanics; Behavioral Objectives; Curriculum Guides; *Electricity; *Engines; Learning Activities; Lesson Plans; Motor Vehicles; Postsecondary Education; Secondary Education; Trade and Industrial Education
IDENTIFIERS- *Automotive Tune Up

Instructional materials on tune-ups are provided for an auto mechanics course in the motor transportation technology program. Instructor's plans are provided for three units. Each unit consists of instructional and manipulative lessons. The format of an instructional lesson is as follows: the subject, aim, a listing of teaching aids and materials, a list of references, prerequisites, preparation of the learner through motivation, presentation of information (instructional topics/teaching points and student and teacher activities), application, verification and/or evaluation, summary, and suggested reading for students. Instructor's plans for manipulative lesson detail a task, its aim, tools and equipment, materials, teaching aids, references, prerequisites, checking standards, preparation of the learner through motivation, presentation of the skills (steps and key points), application, verification and/or evaluation, summary, and suggested readings for students. Information sheets, job sheets, and worksheets are also provided for each lesson. Topics covered in the lessons are engine condition diagnosis, automotive engine tune-up, and basic fundamentals of electricity. (YLB)

ED 235 415 CG 016 948

Northcraft, Gregory B.

The Stigma of Affirmative Action: An Empirical Analysis.

Arizona Univ., Tucson.
SPONS. AGENCY- National Institutes of Health (DHHS), Bethesda, Md.
PUB DATE- Apr 83
GRANT- PHS-5-R01-MH29446-02
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Affirmative Action; *Attribution Theory; *Bias; *Competence; Employment Qualifications; Equal Opportunities (Jobs); Evaluation Criteria; Graduate Students; Higher Education; Labeling (of Persons); Personnel Selection; Social Cognition; *Stereotypes

Attribution theory suggests that the existence of affirmative action programs may lead individuals to assume that a female or minority affirmative action appointee was hired for reasons other than legitimate qualifications for the job. This inference of incompetence could pose a tremendous barrier to competent women or minority individuals being recognized as such on the job. To explore the possibility of an affirmative action stigma of incompetence, 40 graduate students in management, participating in a person perception experiment, were given a job description, and resumes (previously screened for suitability) for five individuals applying for the job. Participants were asked to decide which qualifications summary corresponded either to: (1) the new black investment counselor; (2) the new black affirmative action appointee; (3) or the branch manager's brother-in-law. Participants also ranked the five candidates for how easy each would be to get along with on the job. As predicted, when trying to identify the resume of an affirmative action appointee, subjects selected resumes extreme in qualifications, and specifically the worst resume. The inference of incompetence has implications for the practice of forced integration in personnel selection. (Author/JAC)

ED 235 477 CS 207 464

Black, Mary C.
Readability as an Interactive Process: An Analysis of the Syntactic and Semantic Effects on Text of Cloze Errors Associated with Variation in the Structure of Text and in Readers' Knowledge of Topic.

PUB DATE- 79
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Cloze Procedure; *Cognitive Processes; Error Analysis (Language); Models; *Readability; *Readability Formulas; *Reading Processes; *Reading Research; Secondary Education; Secondary School Students; *Sentence Structure
IDENTIFIERS- *Reader Text Relationship

A study examined whether (1) there are untested indices of difficulty that can be used to enhance the accuracy of readability formulas, (2) the same readability formula can be used to assess the readability of text for mature and immature readers and for good and poor readers, and (3) some one model of the reading process or some synthesis of models presents a better account than others of findings on readability and perception. Subjects, 239 secondary school students, completed questionnaires on which they indicated the extent of their knowledge of and interest in each of 10 topics. Test passages on these topics were first scored to determine the total number of cloze errors; then, a sample was scored to devise a system that could be used to describe the effects of incorrect insertions on the structure and meaning of the text sentence. Results showed that sentence unit integrity tended to be maintained or created at all reading and writing levels. When the topic was familiar and the text became increasingly complex, readers who were having difficulty made an increasing percentage of errors which maintained unit structure and created a sensible alternative reading of the otherwise undeleted unit, but when text was less familiar this did not occur. Results also revealed that the processing of units occurring at the beginning of sentences resulted in the perception of a unit more frequently than the processing of units that occurred later in the sentence. (HOD)

ED 235 526 CS 504 355

Borchardt, Donald A.

Professionals on Campus: Bridging the Gap with "The Fortress" and a Grant.

PUB DATE- Aug 83

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTIONS- *Cultural Activities; *Drama; *Dramatics; *Enrichment Activities; Higher Education; *Playwriting; *Theater Arts

IDENTIFIERS- Rutgers the State University of New Jersey Newark

To provide both an enriching theatre experience for students and faculty and new opportunities for women artists, the Department of Theatre Arts and Speech at Rutgers, the State University of New Jersey at Newark held a competition for new plays by New Jersey women playwrights. The winning play, Leni Hamilton's "The Fortress," a story of Benedict Arnold's love affair with Peggy Shippen, was cast with professional, faculty, and student actors and directed by Susan Lehman of the Women's Project of the American Place Theatre. Despite problems in financing the production and some tensions, frustrations and disagreement, the project was generally a success. It provided a valuable educational experience for both theatre majors and students who participated in or viewed the play as part of their liberal arts education, offered a new playwright the rare opportunity of staging her work, and presented a week of performances of professional calibre. (MM)

Actions for Business, Industry and Labor.
Education Commission of the States, Denver, CO. Task Force on Education for Economic Growth.
PUB DATE- 83
AVAILABLE FROM- The Distribution Center, Education Commission of the States, 1860 Lincoln, #300, Denver, CO 80295 (6 copies, $5.00).

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Advisory Committees; Business; *Change Strategies; Cooperative Planning; *Educational Improvement; Educational Quality; Elementary Secondary Education; Guidelines; Industry; Leaders Guides; Pamphlets; *Public Education; *School Business Relationship; Unions
IDENTIFIERS- PF Project

Actions which leaders of business, industry, and labor can take to promote the improvement of K-12 public education are presented in this brochure. The brochure is one of a series which offers specific ways in which different interest groups can respond to the eight broad action recommendations proposed by the Education Commission of the States' Task Force on Education for Economic Growth in their report, "Action for Excellence." The following areas are covered by the recommendations: (1) educational improvement plans; (2) partnerships between states and communities; (3) educational resources; (4) teacher improvement and recognition; (5) the student's academic experiences; (6) educational quality assurance; (7) educational leadership and management; and (8) services to students who are unserved or underserved. (DC)

ED 235 560 EA 016 119

Bredeson, Paul V.
The Teacher Screening and Selection Process: A Decision Making Model for School Administrators.

PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Administrators; *Cognitive Processes; Decision Making; Elementary Secondary Education; Employment Interviews; *Informal Assessment; *Letters (Correspondence); *Models; Research Problems; Teacher Placement; *Teacher Selection

This paper presents and discusses a conceptual model for understanding, describing, and explaining personnel selection processes and activities. Four theoretical strands--decision theory, impression formation, inference theory, and rating theory--are briefly discussed and woven together as the basis for the proposed model. The model is then used as a theoretical framework for examining the results of a study investigating the effects of letters of recommendation on teacher selection processes and decisions. The study involved creating a file for a hypothetical social studies teacher that included one of four constructed letters of recommendation. The four letters each contained nine identical items of information about the candidate but varied by tone of information (favorable or neutral) and length of letter (short or long). Four treatment groups were established by sending the different types of letters of recommendation to 160 randomly selected high school principals in a large midwestern state. Major conclusions reached from the study are that when the content items of letters remain constant, there is no statistically significant difference in rating of teaching applicants who present long or short letters of recommendation. However, favorable information had a significant effect on the rating high school principals gave a hypothetical teaching candidate. (MLF)

ED 235 575 EA 016 135

Thomas, Sheilah N.
Schooling & Technology. Volume 1: State-Level Policy Initiatives.
Southeastern Regional Council for Educational Improvement, Research Triangle Park, N.C.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.

PUB DATE- Jul 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Board of Education Policy; *Computer Literacy; *Computer Oriented Programs; Computer Science Education; Data Collection; *Educational Technology; Financial Support; Guidelines; Microcomputers; National Surveys; Pilot Projects; Research; School Districts; *State Departments of Education; *State Legislation; Teacher Certification; Training

Formal action by state education agencies (SEA's) in regard to educational technology is quite recent. In 1981 only seven states addressed the issue in formal state-level action. This paper presents the results of a 1983 survey on state-level initiatives relating to educational technology. The survey found that nearly all state SEA's are involved in educational technology. These primary roles for the computer were identified by the SEA's responding to the survey: as an instructional aid, as a management tool, and as a subject area. There is a wide variety of responses, with each state taking somewhat different approaches. There is much duplication, and states would benefit from sharing their experiences. Nearly all SEA's have chosen to function as facilitators providing information, resources, training, guidelines, and/or policy support. Very few states conduct research and few develop courseware. Included with the survey are individual summaries of each state's and territory's current stances on educational technology as well as a number of tables outlining state positions on specific issues and programs. (MD)

ED 235 620 EC 160 472

Potts, Patricia
Special Needs in Education (E241): Biology and Handicap, Unit 11.
Open Univ., Walton, Bletchley, Bucks (England).
REPORT NO.- ISBN-0-335-13128-X
PUB DATE- 82
AVAILABLE FROM- Open University Educational Enterprises, Ltd., 12 Cofferidge Close, Stony Stratford, Milton Keynes, MK11 1BY England (no price quoted).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- *Biological Influences; *Disabilities; Elementary Secondary Education; Foreign Countries; *Genetics; *Medical Services; *Special Education
IDENTIFIERS- United Kingdom

One of 16 booklets designed for use in an Open University course on the education of handicapped students in the United Kingdom, this document considers biological factors involved in handicapping conditions. An initial chapter examines the portrayal of disabled persons in drama, literature and film. Genetic involvement (autosomal dominant inheritance and recessive inheritance) is considered. Educational implications of children with hearing impairments and epilepsy as well as children whose physical condition requires the use of special equipment and personnel are analyzed. Similarly, the implications for children who are categorized according to syndromes such as autism, dyslexia, and hyperactivity are reviewed. The involvement of the medical profession in education is the topic of another section. A conclusion asserts that medicine's role in the education of most children with disabilities should be limited. (CL)

ED 235 637 EC 160 494

Cowden, Joey
A Controlled Single Subject Research Design Utilizing a Sensory Motor Intervention System.
PUB DATE- 80
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Elementary Education; *Gifted Disabled; *Handwriting; Intervention; *Perceptual Handicaps; Perceptual Motor Coordination; *Research Methodology; *Sensory Training; Stimulation, *Writing Skills
IDENTIFIERS- *Dysgraphia

The study investigated and recorded changes in selected psychomotor skills of an 11-year old gifted male with severe motoric problems identified as dysgraphia. A pre-post test design using videotape evaluation recordings was employed to determine changes in psychomotor performance, and a rating scale was designed to establish baseline and determine performance changes after administration of a sensory motor intervention approach. The approach featured stimulation of vestibular, kinesthetic, tactile, and visual sensory modalities. Correlated tests were applied to factor grouped data as measured by a panel of six raters, indicating that the S improved significantly in body awareness and visual-motor control. The practical value of single-subject designs is emphasized. (Author/CL)

ED 235 653   EC 160 810

Stone, Elizabeth W.
Academic Library Service to Disabled Students: Today and Tomorrow.
PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Disabilities; Higher Education; *Libraries; *Library Services

The presentation focuses on the status of disabled persons in the world, notes progress made in improved living conditions for the disabled, and considers implications for libraries serving disabled clients. Services currently offered in academic libraries are described, as are goals related to four aims specified by the United Nations during the Decade of Disabled Persons (prevention, services, participation, and awareness). Among prevention related services cited are efforts to reduce opportunities for injury and to maintain safety plans for fire or other emergencies. Library services for the disabled are discussed, including orientation for students regarding equipment and procedures. Librarians are urged to be aware of trends in information services for and about disabled persons. The aim of participation is addressed in terms of a program to give disabled students temporary or part time employment in the library system as well as integration of information on disabilities into the basic master's course in library science. The fourth aim, public awareness, is examined in terms of direct and indirect methods of community education. Recommendations include emphasis on marketing and dissemination aspects. (CL)

Miller, Sharon; Kimball, Olive M.

The Importance of Professional Activity to Personnel Decisions for Medical Technologists in Academia.

PUB DATE- Jun 83
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- Allied Health Occupations Education; Decision Making; *Employment Practices; Evaluation Criteria; *Faculty Evaluation; Higher Education; Institutional Characteristics; *Medical Technologists; *Personnel Policy; Productivity; *Promotion (Occupational); Publications; Questionnaires; Research; *Scholarship; Teacher Participation; Teacher Responsibility

Criteria related to merit evaluations of medical technology faculty were evaluated, based on a survey of members of the American Society for Medical Technology's scientific section on education. Questionnaire responses were obtained from 27 academic institutions. Criteria included publications, institutional committee activity, research, clinical practice, and involvement in professional organizations. The effects of institution size, type, and level as well as program administrative placement within the institution were studied. There were some differences that related to institutional size, but generally, requirements for positive personnel decisions paralleled those of the liberal arts and sciences faculty: research and publication. The need for additional requirements of professional practice and for activity within a professional organization were apparent. It is concluded that medical technology faculty who must maintain professional competence along with the standard teaching and service responsibilities have less available time for traditional scholarly activities that are rewarded with positive personnel decisions. A questionnaire is appended. (Author/SW)

ED 235 670 EC 160 830

Dudley-Marling, Curtis; Rosenberg, Richard
Parent Involvement in the Multidisciplinary-Team Process.
PUB DATE- 79
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Disabilities; Elementary Secondary Education; *Parent Participation; *Parent Role; *Parent School Relationship; Teamwork

The paper presents a rationale for involving parents of handicapped children in the multidisciplinary team process and offers suggestions to facilitate the involvement. Parental rights guaranteed by P.L. 94-142, the Education for All Handicapped Children Act, are summarized. Advantages of parent involvement include increased understanding of their child's disability, improved prospects for implementing the team's recommendations, and enhanced parent-professional relationships. Among facilitative strategies considered are specific preparation to help parents participate effectively in the team process, designation of a specific parent role in the team functioning, and appointment of a parent advocate with responsibilitius for overseeing parent participation. (CL)

ED 235 731 HE 016 708

Clark, Elmer J.
The Role of Colleges and Universities in the Stimulation of Regional Research and Service.
PUB DATE- Aug 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Case Studies; *College Role; Consortia; Consultation Programs; Cooperative Programs; Financial Support; Government School Relationship; Higher Education; Productivity; *Regional Cooperation; *Research Projects; *School Business Relationship; State Universities; *Technical Assistance; *Technology Transfer
IDENTIFIERS- *Public Service

The role of colleges and universities in regional research and service is considered on the basis of six institutional projects: Georgia Institute of Technology, Iowa State University, Oklahoma State University, Ohio State University, Pennsylvania State University, and the University of Tennessee. Case study summaries for each institution cover the function of the research or service program, procedures used, sources of support, and examples of projects undertaken, and the project director's name, address, and phone number. The institutional projects were concerned with the following areas: business and industrial productivity; technical assistance to manufacturing and processing firms regarding production and management; educational programs and conferences for local government; and technology transfer (i.e., providing technical information to firms using the resources and expertise of colleges). It is concluded that regional research and service activities of colleges and universities should seek to set priorities for teaching, research, and service; consider services related to the needs of business, industry, and government; initiate consortium arrangements with area colleges; and revise teaching and research functions to meet the needs of the outside community. (SW)

ED 235 745 HE 016 725

Blackwell, James E.
Networking and Mentoring: A Study of Cross-Generational Experiences of Blacks in Graduate and Professional Schools.
Southern Education Foundation, Atlanta, Ga.
PUB DATE- Jul 83
AVAILABLE FROM- Southern Education Foundation, 811 Cypress Street, Atlanta, GA 30308 ($4.00).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Black Colleges; *Blacks; Career Ladders; Employment Level; *Graduate Study; Helping Relationship; Higher Education; Interpersonal Relationship; *Interprofessional Relationship; *Mentors; Professional Education; School Location; *Social Networks; Student Teacher Relationship

The perceived importance of mentoring and networking to blacks in graduate/professional schools and the effect of the experiences on career advancement were studied. A questionnaire administered to 157 black professionals tested seven hypotheses, including the following: (1) black students' participation in the mentor-protege relationship varies by time and the location of the graduate/professional institution; (2) the younger the person, the less likely a mentor-protege relationship will occur; (3) blacks who attended northern, predominantly-black undergraduate schools or predominantly-white graduate schools are less likely to participate in the mentor-protege relationship than are blacks who attended historically-black undergraduate schools or predominantly-black graduate schools; (4) blacks are more likely to have been involved in a relationship less intensive than mentoring, such as sponsor-student relationship, and advisor-student relationship; (5) blacks who participate in the mentor-protege relationship will show greater career advancement than those blacks who did not have the experience. Analyses of the findings, information on respondent characteristics, a literature review, a discussion of policy implications of the findings, and a bibliography are included. (SW)

Nichols, Irene A.; Golden, M. Patricia
The Middle Way: Patron as Guide.
PUB DATE- Mar 82
AVAILABLE FROM- Institute for the Interdisciplinary Study of Education, 500 HO, Northeastern University, Boston, MA 02115.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Academic Rank (Professional); Advocacy; *Career Ladders; *College Faculty; Consultants; Employment Level; Faculty Promotion; Females; Helping Relationship; Higher Education; *Interprofessional Relationship; *Mentors; *Minority Groups; Power Structure; *Women Faculty

A model of a patron system is presented that distinguishes among the kinds of power academic patrons have (formal or informal), as well as their professional orientation (cosmopolitan or local). It is argued that if some form of patron system is necessary to assure the success of minority persons and women in academia, it need not be the traditional one based on the patron as guru or gatekeeper, both patron-protege relationships characterized by deference, obligation, exclusivity, and exclusion. Academic patronage is also considered in regard to professional or organizational authority and professional or organizational influence. It is maintained that a particular kind of patron system, patron-as-guide, may be most appropriate for furthering the careers of minorities and women. Attention is directed to how the patron-as-guide, using informal power in local contexts, might help minority persons and women move effectively through formal bureaucratic structures. Two examples of how academics may serve as guides to foster colleagues' career development are considered: faculty as consultants and faculty as advocates. Finally, some theoretical implications and practical consequences of the patron-as-guide relationship for the careers of minorities and women are discussed. (Author/SW)

ED 235 773 IR 010 839

Evaluator's Guide for Microcomputer-Based Courseware.
Alberta Dept. of Education, Edmonton.
PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- *Computer Assisted Instruction; *Computer Programs; Content Analysis; Course Content; *Evaluation Criteria; Evaluation Methods; *Instructional Design; *Instructional Materials; Questionnaires
IDENTIFIERS- *Software Evaluation

Designed to assist teachers in identifying quality software, this guide provides software evaluation forms and associated evaluation criteria to aid in completing the forms. The two-part instrument is used in the evaluation process conducted by Alberta Education, which involves the Program Development Division and the Computer Technology Project's Clearinghouse. A brief overview describes this process and the instrument itself, which consists of a program evaluation form and a disk evaluation form. Specific instructions and criteria are then provided for completing each section of the form. Under program evaluation, subsections cover program objectives, contents, instructional design, and technical design. The disk evaluation form includes source information, required hardware and software, management system, and ease of use. Also included are guidelines for making recommendations, the necessary features of tutorial/drill programs, definitions, and a glossary of terms. (LMM)

Onganga, Obiero O.
An Evaluation of the Effectiveness of Radio Programmes in Teaching English Language to Class Six Pupils in Primary Schools in South Nyanza - Kenya. African Studies in Curriculum Development & Evaluation, No. 46.
African Curriculum Organisation.
SPONS. AGENCY- German Agency for Technical Co-Operation, Nairobi (Kenya).; Kenya Inst. of Education, Nairobi.; Nairobi Univ. (Kenya).
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160) Dissertations/Theses - Undetermined (040)
DESCRIPTIONS- *Audiovisual Instruction; *Developing Nations; *Educational Radio; Elementary Education; Instructional Materials; Learning Activities; Listening Groups; *Program Descriptions; Program Evaluation; Questionnaires; *Teaching Methods; *Use Studies
IDENTIFIERS- *Kenya

The effectiveness and efficiency of Kenyan educational radio programs for teaching English in Standard 6 classes were assessed in a research project which was undertaken as part of a training program jointly organized by the African Curriculum Organization, the Kenya Institute of Education, the University of Nairobi, and the German Agency for Technical Cooperation. Additional study objectives were to determine the extent of radio program use and examine the problems associated with such use. Teachers of Standard 6 classes in 50 schools in the South Nyanza District who used the English language programs were asked to participate by responding to a questionnaire and by being observed during the presentation of a radio lesson. Data were gathered on such items as content coverage, relevance to pupil workbook, language level, enjoyment and interest, radio reception, dialog quality, support materials, distribution of audio equipment, and the classroom teacher's part in the program presentation. Results indicate that classroom teachers leave the majority of teaching to the radio teacher, when they should be creating an environment to help students use radio instruction effectively and developing their own supplementary materials. It is recommended that programs be designed to stimulate exploratory and critical attitudes and to suggest projects. Appendices include the questionnaire for teachers and the researcher's evaluation scheme, as well as sample exercises for use with radio lessons. (LMM)

ED 235 802 IR 050 458

McGrath, William E.; Hickey, Thomas B.
Multidimensional Mapping of Libraries Based on Shared Holdings in the OCLC Online Union Catalog. Research Report.
OCLC Online Computer Library Center, Inc., Dublin, Ohio.
REPORT NO.- OCLC/OPR/RR-83/5
PUB DATE- 1 Jul 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Cluster Analysis; *Databases; Library Acquisition; *Library Collections; *Library Networks; *Multidimensional Scaling; Online Systems; Union Catalogs
IDENTIFIERS- Bibliographic Utilities; *OCLC; *Shared Resources

This report describes the multidimensional scaling (MDS) method for interpreting collection overlap based on the number of books held by pairs of libraries in large groups (as many as 100 libraries or more). MDS results for four groups of libraries sampled from the OCLC database are also presented. MDS is described as a class of data-analytic or descriptive techniques designed to uncover the structure of a database in terms of clusters of similar objects within one or more dimensions. It is reported that (1) in the first group of libraries studied (a random sample of 60 network libraries), public and academic libraries separated in two dimensions; (2) in a random sample of 50 academic libraries, types of libraries (law, medical, college, university, and denominational) separated in two dimensions; (3) a random sample of 100 libraries without regard to type, nevertheless clustered in two dimensions by library type (university, college, public, denominational, medical, and special); and (4) a random sample of 50 public libraries had tentative clusters not yet identified. The implications of these findings are discussed for cooperative collection development, interlibrary lending, partitioning of the OCLC database by type of library, and library network relationships. A 22-item bibliography and lists of the libraries included in the study are also provided. (Author/ESR)

ED 235 817 IR 050 474

MacVean, Donald S.

The Destruction of an Undergraduate Library Science Instructional Program: A Case History.

PUB DATE- 83

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Historical Materials (060) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTIONS- College Libraries; Conflict; *Educational Administration; Educational Media; Higher Education; History; Learning Resources Centers; Librarians; *Library Education; *Library Science; *Media Specialists; *Problems; School Libraries; *Undergraduate Study

IDENTIFIERS- *Western Illinois University

The first step in the demise of the Western Illinois University undergraduate library science instructional program, which produced graduates with a minor in library science who were qualified to direct school libraries, was its merger with an audiovisual (AV) program in the education department. The library science minor was originally under the direction of the university library, but in 1971 it was moved to the education department where it fell under the control of audiovisualists. The Dean of Education deliberately reduced library science faculty positions in order to spare termination of other faculty, but refused to drop the program. In 1975 the library science minor was abolished and some of its courses merged with AV courses into a major called learning resources. All references to books, libraries, and library science were replaced by such words as media, multimedia, and graphics. Students largely rejected the program; enrollment dropped 93% by 1981-82. Program failure can be attributed to student preference for a traditional library science major, the attempt to merge two very different subjects into a single major, the use of confused and meaningless program terminology, the assignment of unqualified instructors, and poor classroom instruction. The text of the official proposal for the institution of a major in learning resources and a 13-item bibliography are provided. (Author/ESR)

ED 235 832 IR 050 490

McClintock, Marsha Hamilton, Ed.
Training Users of Online Public Access Catalogs. Report of a Conference Sponsored by Trinity University and The Council on Library Resources (San Antonio, Texas, January 12-14, 1983).
Council on Library Resources, Inc., Washington, D.C.

SPONS. AGENCY- Trinity Univ., San Antonio, Tex.
PUB DATE- Jul 83
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - General (140)
DESCRIPTIONS- Academic Libraries; Educational Media; Higher Education; *Information Retrieval; *Library Catalogs; *Library Instruction; *Library Skills; *Online Systems; Public Libraries; Search Strategies
IDENTIFIERS- Library of Congress; *Online Catalogs

This report summarizes the proceedings of a conference that brought together 35 librarians, network representatives, and system vendors to exchange information on the training of users of online public access catalogs. Three papers are presented: "Historic Concerns in Library Instruction: Teaching the Card Catalog," by Evan Farber; "The Nationwide Computer Catalog Study: Training Issues," by Douglas Ferguson; and "Psychological Factors in Online Catalog Use, or Why Users Fail," by Christine L. Borgman. Also presented are summary descriptions of current online catalog user training programs at Northwestern University; Mankato State University; Pikes Peak Library; Dartmouth College; University of California, Berkeley; Iowa City Public Library; Guelph University; University of Illinois at Urbana-Champaign; and the Library of Congress. A transcript of a panel presentation on the communication between public service and systems staff in building the online catalog is followed by a brief summary of the conference, which focuses on its four main themes: communication, diversity versus standardization, system enhancements that facilitate user training, and the use of goal-oriented training versus the provision of a learning environment. Conference recommendations are also recorded. Appendices provide a list of conference participants, the conference agenda, and a list of handouts distributed to participants. (ESR)

ED 235 846 JC 830 351

Case, Chester H.
An Implementation Project to Complete the Integration of an Interdisciplinary General Education Model Predicated on Certain Humanistic Assumptions.
Los Medanos Coll., Pittsburg, Calif.

SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC17 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Community Colleges; Course Content; Course Descriptions; *Curriculum Development; *General Education; Humanistic Education; *Humanities Instruction; Program Descriptions; Program Evaluation; Teacher Developed Materials; Two Year Colleges

This report discusses the structures, procedures, outcomes, and evaluation of the Tier One Project (TOP), which was conducted at Los Medanos College from July 1981 to February 1983 to develop general education courses embodying humanities concerns. Background to the project is provided first, delineating TOP's objectives of examining general educaton assumptions; making the humanistic spirit more pervasive in the general education curriculum; producing a series of interrelated course outlines; and completing the integration of a model general education program. The next section describes project activities for each of the following phases: (1) Pre-project (i.e., organization and planning); (2) Phase I (i.e., criteria development and formation of a study group and advisory committee); (3) Phase II (i.e., course restructuring, preparation of course outlines by faculty, formation of a general education committee, and application of criteria); (4) Phase III (i.e., teaching and refinement of course outlines); and (5) Post-project (i.e., evaluation and dissemination). The next section describes the evaluation process and findings for each phase of the project; faculty, student, and external evaluation; and project conclusions. Finally, the impact of TOP and its current status are discussed. The bulk of the report consists of appendices providing detailed information on the general education courses, a site visit report, four course outlines, and evaluation findings. (LAL)

ED 235 861 JC 830 487

Standards of Performance for Community Based Educational Institutions: Quick Check of Institutional Performance.

Association of Community Based Education, Washington, DC.

PUB DATE- Mar 83

AVAILABLE FROM- Association for Community Based Education, 1806 Vernon Street, NW, Washington, D.C. 20009 ($5.00 for set of five; $25.00 for series of three).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTIONS- *Administrative Organization; Adult Education; Checklists; Community Schools; Information Needs; *Information Systems; *Institutional Evaluation; Management Information Systems; *Organizational Objectives; *Outcomes of Education; Postsecondary Education; *Self Evaluation (Groups); Standards

IDENTIFIERS- *Community Based Education

Designed for use with "Standards of Performance for Community Based Educational Institutions" and a "Self-Assessment Workbook," this checklist helps community based educational institutions in identifying areas of performance which need improvement or further study and in assessing the overall effectiveness of the institution in carrying out its mission. Questions are organized within four broad categories: (1) mission and goals, containing questions related to the existence and use of mission statements, the development and review process, individual and community development, and other key issues; (2) organization, covering governance, administration, fiscal and personnel management, and community relations; (3) programs and outcomes, with questions related to program design, the learning process, learning content, program support, and program evaluation; and (4) information management, including questions about information needs and systems and information categories such as learner characteristics and outcomes, the governing board, financial resources, fundraising, community needs and characteristics, and affiliations with other agencies. In response to the questions, users are instructed to check ratings such as "not useful," "somewhat useful," or "very useful"; "needs a lot of work," "needs some work," or "we're in good shape"; or "not true at this time," "partly true," or "generally true." (LAL)

ED 235 876 PS 013 777

Kodama, Taketoshi
Preschool Education in Japan. NIER Occasional Paper 04/83.
National Inst. for Educational Research, Tokyo (Japan).
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Educational Objectives; *Educational Policy; Federal Government; Foreign Countries; *Kindergarten; *Nursery Schools; *Preschool Curriculum; Preschool Education; *Preschool Teachers; Teacher Education; Teacher Qualifications; Teacher Salaries
IDENTIFIERS- *Japan

Several topics related to the provision of preschool education in Japan are discussed. First detailed are the history and present situation of the preschool education system; both kindergartens as well as nursery schools are described. The second section focuses on the teaching content of kindergartens and nursery schools, specifying goals related to curriculum areas. Kindergarten teachers and nursery school teachers are discussed in the third section; topics include training, qualifications, and salaries and allowances. The final section describes national government policies for the preschool nursing system. Relationships between kindergarten and nursery school and areas of cooperation between kindergarten and the elementary school are discussed. (RH)

ED 235 891 PS 013 894

Hughes, Jan; And Others
A Multimethod Assessment of Children's Social Competence.
PUB DATE- Aug 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Academic Achievement; Assertiveness; Elementary Education; *Elementary School Students; Empathy; Grade 6; *Interpersonal Competence; Observation; Peer Acceptance; *Peer Relationship; Questionnaires; Rating Scales; *Research Methodology; Role Playing; Self Concept; *Sex Differences; Sociometric Techniques
IDENTIFIERS- *Multiple Measures Approach; Physical Attractiveness; *Popularity

The purposes of this study were to investigate the interrelatedness of several measures of social competence and to determine a valid and practical combination of procedures for assessing social competence in school or clinic settings. A total of 51 sixth-grade children (23 boys and 28 girls) were administered the following measures of social competence: four sociometric questionnaires, a role-playing test, behavior observation in a simulated small-group activity, two teacher rating scales, and three self-report questionnaires (self-concept, empathy, and assertion). In addition, standardized achievement scores and ratings of physical attractiveness were obtained. Intercorrelations among the measures were made. Peer ratings, acceptance nominations, and rejection nominations were employed as criterion variables. For girls, the content of their responses to role-playing scenes, negative behavior interaction, and teacher ratings predicted performance on sociometric measures. For boys, no assessment approach consistently predicted sociometric status. Longer responses to role-playing scenes did correlate with social rejection for boys. Peer ratings of athletic ability correlated with social acceptance ratings for boys and girls. Sex differences in social skills and the importance of determinants of popularity other than social skills are discussed. (Author/RH)

ED 235 906 PS 013 918

Levine, Douglas W.; And Others
Mood and Sharing Condition Effects on the Display of Altruism.
PUB DATE- Aug 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Age Differences; *Altruism; *Elementary School Students; Elementary Secondary Education; *Emotional Development; *Emotional Experience; *High School Students; Models; Research Needs
IDENTIFIERS- Conceptual Analysis; Helping Behavior; *Moods; *Sharing Behavior

A three-stage developmental model of the socialization of altruism as a reinforcer was tested. The model posits mood as a mediator of helping behavior. The first stage of the model is characterized by a relatively low level of altruistic responding, regardless of mood state, among preschool children; the second by the acquisition, among primary-school-age children, of norms for social behavior; the third by the internalization of reward among adolescents. Following the induction of either a sad or a neutral mood, 192 children in three school-age groups were given an opportunity to share under either a public or private sharing condition. Age groups consisted of kindergarten childen and 1st-grade students, 4th- and 5th-grade students, and 9th- and 10th-grade students. Unlike other studies, a second mood check immediately followed the sharing opportunity to test the effects of sharing on mood. Despite the effectiveness of the mood induction and strong age effects, support was not found for the hypothesis that the sharing condition affects sharing behavior differentially across age. In sum, results provide weak support for the notion that moods can affect helping, but no support for the notion that helping relieves negative mood states. The discussion presents a conceptual analysis of the three-stage model and focuses on suggestions for future mood-helping research. (Author/RH)

ED 235 922 PS 013 942

Nethercut, Gail; Adler, Nancy
Anxiety, Stress and Social Support: Prenatal Predictors of Obstetrical Outcomes.
PUB DATE- Aug 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Anxiety; Birth; *High Risk Persons; Mothers; Predictive Measurement; *Predictor Variables; *Pregnancy; Prenatal Influences; Questionnaires; *Social Support Groups; *Stress Variables
IDENTIFIERS- *Obstetrical Complications

The role of anxiety, stress, and social support in predicting negative obstetrical outcomes was examined in a high-risk group of pregnant women. The predictor variables were assessed with separate self-report scales, including The Sarason Life Experience Survey, the Spielberger State/Trait Inventory, and a modified version of the Lazarus and Cohen Social Support Questionnaire. A total of 52 women between their twenty-second and twenty-eighth week of gestation, who were referred to a specialized clinic on the basis of certain medical risks, participated in the study. Data were analyzed in a prospective multiple regression design to investigate whether patients scoring high on anxiety and stress and low on social support were more inclined to experience obstetrical complications. Significant relationships were found between the psychosocial variables and obstetrical outcome. To investigate the possibility that findings were spuriously produced by the diagnosis and referral of patients to the high-risk clinic, psychosocial data collected at the same university clinic on low-risk pregnant women were compared with the data from the high-risk sample. The idea that a high-risk diagnosis leads to higher levels of psychosocial stress or anxiety was not substantiated. The predictive ability of psychosocial variables suggested that these constructs could be included in prenatal screening for better prediction of high-risk pregnancy. (Author/RH)

ED 235 936 RC 014 360

Weible, Tom; And Others
Facilitating Instructional Use of Microcomputers in Small Schools.
PUB DATE- Oct 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Computer Assisted Instruction; *Computer Literacy; Computer Oriented Programs; *Consortia; Educational Cooperation; Elementary Secondary Education; Equal Education; *Inservice Teacher Education; Instructional Materials; *Microcomputers; Rural Education; *Shared Services; *Small Schools; State Departments of Education
IDENTIFIERS- *Missouri

Forming a consortium to share the financial burden of bringing microcomputer hardware and software into the schools is one way that small schools can maintain educational quality and equity in a time of rapidly increasing microcomputer technology. Six small schools in Missouri, in conjunction with the Missouri Department of Elementary and Secondary Education (DESE) formed a consortium in 1982 to employ a computer technolgist to provide in-service training for teachers at each of the participating schools and to work toward the development of educational microcomputer applications. In a regular schedule of visits to the schools and to DESE, the technologist provided teacher in-service, focusing on upgrading faculty and administrative computer literacy, developing computer assisted instruction, exploring the use of microcomputers for instructional management, and developing an awareness of available microcomputer networks. The consortium efforts resulted in local computer interest groups, a wide range of available software, economical cooperative hardware purchases, and greater cooperation among the schools. Cooperative school consortia seem to work effectively when used with three to eight schools of similar size, located close together. Formal organization and leadership are not necessary although one school should serve as fiscal agent. Outside resource persons can be helpful. (SB)

ED 235 950 RC 014 385

Green, Charles
Rural Itinerant Manpower Services, 1978-1979.
Department of Labor, Washington, D.C.
PUB DATE- 79
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Adult Education; Agency Cooperation; Coordination; Delivery Systems; Economically Disadvantaged; *Employment Services; Farm Labor; Federal Aid; Indigenous Personnel; Migrant Education; *Migrant Workers; Mobile Educational Services; Models; *Outreach Programs; Rural Areas; *Rural Population; *Social Services
IDENTIFIERS- Arizona (Southern); Facilitators; Mobile Equipment; *Mobile Service Delivery; *Portable Practical Educational Preparation Inc AZ

The Rural Itinerant Manpower Services Project, a joint venture of Portable Practical Education Preparation, Inc. (PPED) and Arizona's Department of Economic Security (DES), is a modified mobile service delivery model. It seeks unsubsidized employment for and provides social services to Southern Arizona's migrant/seasonal farmworkers and rural poor who normally neither have nor seek access to traditional service delivery offices. Operating on a $250,000 federal grant, the project involves indigenous community service workers who, with PPED coordinators and DES "generalists" trained in employability and other social services, travel to itinerant points to provide or initiate services for clients. The program, which relies on various mobile equipment such as trailers, vans, and portable job bank units, features strong interagency coordination and tailors specific arrangements, logistics, and operations to each county served. Placing 335 individuals in jobs in the first year of operation, the program appears sound and cost effective. It facilitates provision of federal and state services to rural clients who respond well to the community workers. The efforts of a public service agency and a community-based organization are complementary and the program is easily expandable to other agencies. The successful program has yet to fulfill its potential. (SB)

ED 235 964 RC 014 404

Source Document of Urban American Indians and Alaska Natives.
National Urban Indian Council, Denver, CO.
PUB DATE- Mar 82
AVAILABLE FROM- National Urban Indian Council, 2258 South Broadway, Denver, CO 80211 ($5.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Numerical/Quantitative Data (110)
DESCRIPTIONS- *Alaska Natives; *American Indian History; American Indians; Eskimos; Federal Aid; *Federal Indian Relationship; Federal Legislation; Federal Programs; *Population Distribution; *Relocation; Rural to Urban Migration; State Aid; Trust Responsibility (Government); *Urban American Indians; Urban Problems; Urban Programs
IDENTIFIERS- Aleuts

A source document on American Indians and Alaska Natives in urban areas, produced by the National Urban Indian Council, provides historical background on relocation to cities, comments on the trust relationship for off-reservation American Indians, discusses urban Indian organizations, and gives statistical information on American Indian populations. A section giving historical perspective on the United States westward expansion comments on treaties with the tribes and the federal government's removal, reservation, and allotment policies. The effects of federal relocation programs on Indian people are noted, particularly the termination of government trust responsibility for Indians after they move from their reservations to cities. The development of urban Indian service centers by American Indians and Alaska Natives is described. Tables show American Indian populations in 1970 and 1980, divided by states and separated into rural and urban populations where possible. Urban Indian grantees of federal funds in 1981, including Indian education grantees under Title IV, are enumerated. A glossary of terms and of agencies relevant to urban Indians is given. Off-reservation American Indian and Alaska Native populations in 85 selected major urban areas in 1980 are listed. A map shows the American Indian, Eskimo, and Aleut population of individual states in 1980. (MH)

ED 235 978 RC 014 421

Barker, Bruce O.; Muse, Ivan D.
A Comparative Study of Rural Schools in Texas, New Mexico, and Arizona.
PUB DATE- Nov 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Academic Achievement; *Comparative Analysis; Elementar Secondary Education; National Surveys; Regional Characteristics; Resource Staff; Rural Education; *Rural Schools; School Activities; *School Districts; *Small Schools; State Surveys; Student Teacher Ratio; *Superintendents; Teacher Distribution; *Teachers; Teacher Salaries
IDENTIFIERS- Arizona; New Mexico; Texas; *United States (Southwest)

A study of K-12 rural school districts enrolling 900 students or fewer in Texas, New Mexico, and Arizona used data gathered during the 1981-82 academic year. These data were compared with those from a nationwide survey using the same questionnaire. Qualifying districts were identified: 626 in Texas (56.9% of all Texas public school districts, enrolling 223,704 students), 43 in New Mexico (48.9%, enrolling 16,648 students), and 21 in Arizona (9.8%, enrolling 11,018 students). Questionnaires relating to rural districts, school superintendents, teachers, student performance, and school programs were mailed to superintendents of 816 randomly selected rural districts nationwide and to 124 Texas districts, 23 New Mexico districts, and 5 Arizona districts. Return rates were 78.7% (642 questionnaires) from the nationwide survey, 67.7% (84) from Texas, 73.9% (17) from New Mexico, and 80% (4) from Arizona. Findings indicated that status and conditions of rural American schools differ between geographical regions and within the same region, and that in the Southwest, particularly Texas and New Mexico, rural school districts comprise a sizeable portion of public school districts in the region. Comparisons of the statistical data from the Southwest states with those from the national survey are presented in a 3-page table. (MH)

ED 235 992 RC 014 447

Bureau of Indian Affairs Advisory Committee for Exceptional Children. The Third Annual Report to the Department of the Interior.

Bureau of Indian Affairs (Dept. of Interior), Washington, D.C. Div. of Exceptional Education.

PUB DATE- Nov 82

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTIONS- *Advisory Committees; Alaska Natives; *American Indians; Children; Conference Proceedings; *Disabilities; Educational Policy; Elementary Secondary Education; Federal Aid; *Federal Indian Relationship; Federal Legislation; *Federal Regulation; Government Employees; Personnel Policy; Residential Institutions; *Special Education; Surveys

IDENTIFIERS- *Bureau of Indian Affairs; Navajo (Nation); Office of Indian Education Programs

The third annual report (1981-82) of the Bureau of Indian Affairs (BIA) Advisory Committee for Exceptional Children contains summaries of Committee meetings, results of a survey of BIA agency and area special education coordinators regarding Committee activities, recommendations, and five appendices. Results of the survey of coordinators indicate a need for increased availability of information on Committee activities and for more contact between Committee members and BIA and school personnel, and list 24 helpful activities the Committee could undertake. Committee recommendations concern the need for Indian input into the BIA personnel development plan, public notification of Committee meetings, and advance copies of BIA proposed special education policies/procedures; the lack of finalized Department of Interior special education regulations and of a Division of Exceptional Education response to Committee recommendations on the State Plan; the impact of the federal hiring freeze on special education; the reorganization of the Office of Indian Education Programs (OIEP); regional education service centers; Committee funding; tribal proposals to contract for operation of portions of the BIA special education program; handicapped children in residential facilities; and Navajo area representation. Appendices include the Committee's charter, tabulation of handicapped children receiving special education and related services and allocation of funds for 1981-82, a directory of OEIP personnel, and the form for Nominating Committee members. (MH)

ED 236 006 SE 043 285

Stead, Beverley; Osborne, Roger

Light. Learning in Science Project. Working Paper No. 23.

Waikato Univ., Hamilton (New Zealand).
PUB DATE- Dec 80
AVAILABLE FROM- University of Waikato, Science Education Research Unit, Hamilton, New Zealand.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142) Reports - Research/Technical (143)
DESCRIPTIONS- Cognitive Processes; Comprehension; *Concept Formation; *Curriculum Development; Elementary School Science; Elementary Secondary Education; Interviews; Learning; *Light; Science Education; *Science Instruction; *Secondary School Science
IDENTIFIERS- *Learning in Science Project; *New Zealand; Science Education Research

One area explored in the second (in-depth) phase of the Learning in Science Project was "children's science," defined as views of the world and the meanings for words that children have and bring with them to science lessons. The investigation reported focuses on the concept of "light" held by 36 students. Data were obtained during individual interviews in which students were shown cards with diagrams representing either light sources (such as candle, sun) or light reflectors (such as moon, mirror). Student responses are presented, discussed, and analyzed in separate sections representing key questions asked: (1) Does the object make light? (2) Does light travel and if so how far? and (3) How is it that the person is able to see the (candle)? Responses are categorized within each section by major patterns noted during analyses. The second question was further explored by means of surveys administered to Form 2 (N=144) and Form 3 (N=235) students. Implications for science instruction, based on such findings as few students understanding that light must travel into the eye to enable us to see objects, are discussed. (Interview cards and survey used, additional student responses, and percentage of correct survey responses are included in appendices). (JN)

ED 236 020 SE 043 299

Schollum, Brendan
Reactions. Learning in Science Project. Working Paper No. 37.
Waikato Univ., Hamilton (New Zealand).
PUB DATE- Jun 82
AVAILABLE FROM- University of Waikato, Science Education Research Unit, Hamilton, New Zealand.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142) Reports - Research/Technical (143) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Chemical Reactions; Comprehension; *Concept Formation; Concept Teaching; *Curriculum Development; Elementary School Science; Elementary Secondary Education; Learning; Science Activities; Science Education; *Science Instruction; Scientific Concepts; *Secondary School Science; Teaching Methods
IDENTIFIERS- *Learning in Science Project; *New Zealand; Science Education Research

The concept of a chemical reaction (as opposed to physical mixing, dissolution, or change of state) is developed in this five-part unit. In addition, the ideas that chemical reactions involve the formation of new substances and that mass is conserved in a chemical reaction are stressed. Part 1 discusses unit objectives and considers teachers' views on chemical reactions. Part 2 is an 11-item instrument designed for teachers to examine their views and to determine student views before and after instruction. Part 3 discusses scientists' views of chemical reactions (and dissolving) and lists correct answers to the survey instrument presented in part 2. Scientists' views are contrasted with children's views of four common events, using comments obtained from the in-depth phase of the Learning in Science Project. Events considered include: vitamin C tablet reacting in water; precipitation; rusting nails; and dissolving. Part 5 lists a series of activities designed to build on children's views where these views are essentially similar to those of scientists, and to challenge and change children's views where these are found to be inconsistent or incompatible with those of scientists. An overall framework to the sequence of activities (in flowchart format) is included. (JN)

ED 236 034 SE 043 315

Happs, John C.
Rocks and Minerals. Science Education Research Unit. Working Paper No. 204.
Waikato Univ., Hamilton (New Zealand).
PUB DATE- May 82
AVAILABLE FROM- University of Waikato, Science Education Research Unit, Hamilton, New Zealand.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142) Reports - Research/Technical (143)
DESCRIPTIONS- Classification; *Concept Formation; Crystallography; *Curriculum Development; *Earth Science; Elementary School Science; Elementary Secondary Education; Interviews; Learning; Science Education; *Science Instruction; *Secondary School Science
IDENTIFIERS- *Learning in Science Project; Minerals; *New Zealand; Rocks; Science Education Research

The Learning in Science Project has adopted the view that science teaching might be improved if teachers can be given some appreciation of students' views of the world and the beliefs, expectations, and language that learners bring to new learning situations. This investigation focuses on the views that children (N=34) may have about rocks and minerals. Information was obtained from interview protocols, word responses, and sorting tasks to examine ways in which: (1) children and adolescents view and describe rock/mineral samples and how they relate these ideas to rock/mineral origins and composition; (2) learners tend to categorize rocks/minerals; and (3) learners respond to key stimulus-words that are considered by earth scientists to be important in the study of rock/mineral samples. Results of the investigation indicate that the children focused on different attributes than those of earth scientists. In addition, their approach to developing categories for rock/mineral samples was in stark contrast to the approach likely to be taken by earth scientists (such as using appearance, origin, weight, and composition to categorize samples as either "rocks" or "not rocks"). (A discussion of earth scientists' views of rocks, minerals, crystals, and classification of the 15 samples used in the study is included.) (JN)

ED 236 048 SE 043 390

Balka, Don S.
The Status of School Mathematics.
Indiana State Dept. of Public Instruction, Indianapolis.
SPONS. AGENCY- Department of Education, Washington, D.C. Basic Skills Improvement Program.
PUB DATE- Mar 83
GRANT- G008004115
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Calculators; *Computers; Educational Research; Elementary Secondary Education; Enrollment; *Mathematics Curriculum; *Mathematics Education; *Mathematics Instruction; *Program Descriptions; State Departments of Education; Surveys; Textbooks
IDENTIFIERS- *Indiana

This survey provides data on the current status of mathematics programs in Indiana schools. It was intended to stimulate local school systems in the evaluation of their mathematics curricula. Separate sections provide data on elementary schools, junior high and middle schools, and high schools. Included is information on mathematics contests and conferences, computer education, calculators, gifted programs, creative programs, remedial programs, textbook adoption, college and advanced placement courses, enrollment, curriculum, and areas of concern. An appendix contains the survey instruments, completed by contact persons in approximately 763 elementary schools, 114 junior high/middle schools, and 193 high schools. (MNS)

ED 236 063 SO 014 906

Lephardt, Noreen E.; Lephardt, George P.
A Theoretical Model of Concept Learning in Economics. Studies in Economic Education, No. 10. Revised Edition.
Wisconsin Univ., La Crosse. Center for Economic Education.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Cognitive Development; Cognitive Measurement; Cognitive Processes; *Concept Formation; Curriculum Design; Curriculum Research; Developmental Psychology; Developmental Stages; *Economics Education; Elementary Secondary Education; Individual Development; Knowledge Level; *Learning Readiness; *Learning Theories; Models; Schematic Studies
IDENTIFIERS- Piaget (Jean); Piagetian Stages

A paradigm for learning economic concepts based on cognitive development and learning theory is offered as a guideline for teaching and research. Discussion is divided into two sections. The first section establishes the model's theoretical framework, which is based on two propositions. The first of these is that economic knowledge is not a fixed category but a continuum of three knowledge types. These are: Socially Egocentric Knowledge, experiential knowledge based on a child's exposure to normal economic interactions; Socially Relevant Knowledge, based on wider social awareness of economic events; and Expert Knowledge, grounded in an abstract-theoretical understanding of economic events. The second proposition is that there are three age-correlated levels of economic concept attainment, labled as Concrete-Definitional, Functional-Experiential, and Abstract-Formal. By combining these 2 propositions, a 9-part structure of the economic learning process is formulated. This structure is analyzed, part by part, in section 2. Each part is identified and its learnable concepts, constraints, and corresponding age groups are elaborated. A chart clarifies and summarizes the model. (LP)

ED 236 077 SO 015 061

Education in Malaysia: 1980.
Ministry of Education, Kuala Lumpur (Malaysia).
PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Comparative Education; Curriculum; Educational Administration; Educational Development; *Educational History; *Educational Policy; *Educational Practices; Educational Resources; Elementary Secondary Education; Evaluation; Extracurricular Activities; Financial Support; Foreign Countries; Higher Education; Special Education; Supervision; Teacher Education; Tests
IDENTIFIERS- *Malaysia

Malaysia's education system has experienced a variety of situations and circumstances since May 1956, when the Razak Education Committee laid the foundation for a national system of education. Discussed in this publication are the history of educational development; educational organization and administration; the structure of education; curricular and co-curricular activities; examinations, evaluation, and supervision; teacher education; educational resources; financial aids; special education; higher education; and educational services and training by other agencies. (RM)

ED 236 091 SO 015 086

Hirschman, Charles; Wong, Morrison G.

Immigration, Education and Asian-Americans: A Cohort Analysis.

SPONS. AGENCY- National Inst. of Child Health and Human Development (NIH), Bethesda, Md.
PUB DATE- 83
GRANT- HD-16309
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Acculturation; *Asian Americans; Chinese Americans; Cultural Background; *Educational Attainment; Filipino Americans; *Immigrants; Japanese Americans; Minority Groups

Asian-Americans are educational overachievers, and have been for many decades. There are various explanations for the high educational achievement of Asian-Americans. The most frequently cited theory is that their native culture places a premium on ambition, persistence, and deferred gratification. Other theories attribute this success to different factors such as the Asian groups' tradition of cultural borrowing, their respect for authority, and their emphasis on the collective good. An analysis of the 1960 and 1970 U.S. censuses suggests a positive correlation between American immigration restrictions and the educational attainment of three groups of Asian immigrants--the Japanese, Chinese, and Filipinos. This can probably be attributed to the fact that as restrictions tightened, Asian immigrants had to meet high occupational criteria, which presupposed higher education. Settled in the United States, these groups found that, despite discrimination, education paid off in terms of occupational and social mobility, and this reinforced their pre-existing values. While all three groups have shown significant educational improvement across successive birth cohorts, the patterns of their success have differed. (Author/LP)

ED 236 106 SO 015 153

Peters, Helene
Feminist Theory and Feminist Pedagogy: The Existential Woman.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Curriculum Enrichment; Curriculum Problems;
*Existentialism; *Feminism; Higher Education; Models; *Womens Studies

Feminist pedagogy necessitates development of an educational framework that posits woman as an essential member of the community. Existential philosophy, with its themes of freedom, choice and decision, and alienation between beings, furnishes the best theoretical base for the new paradigm. Unlike the pervasive androcentric model, this philosophy recognizes woman as a being in control of her social role. Because woman's sexuality is a matter of situation rather than nature, any involvement becomes possible for her. Existential philosophy lends itself to the restructuring of many courses, for example, the study of roles in anthropology, biographies in literature, and social rather than political history. The existential idea of choice provides a starting point for explorations of sexual preference, social deviation, and the family. Certain teaching methods, such as oral presentations, class discussions, and student-teacher conferences, are particularly suited to an existential approach to women's issues. The application of this perspective to all disciplines offers students and teachers a new understanding of humankind in the duality of woman and man. (LP)

ED 236 123 SP 022 978

A Case for Educational Restructuring. Conference at Simon's Rock of Bard College (Great Barrington, Massachusetts, January 1981).

Simon's Rock of Bard Coll., Great Barrington, MA.

SPONS. AGENCY- Braitmayer Foundation, Boston, Mass.; Ford Foundation, New York, N.Y.; Fund for the Improvement of Postsecondary Education (ED), Washington, DC.

PUB DATE- Jan 81

AVAILABLE FROM- Development Office, Simon's Rock of Bard College, Great Barrington, MA 01230.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTIONS- *Academic Achievement; *Acceleration (Education); *College School Cooperation; *Early Admission; Educational Change; Educational Quality; Futures (of Society); Higher Education; Program Descriptions; Program Effectiveness; Secondary Education; *Secondary School Students; Student Development; *Student Needs; Teacher Education

IDENTIFIERS- *Educational Restructuring

This document reports the proceedings of a conference entitled, "The Case for Educational Restructuring," which was designed to re-examine values and assumptions underlying the traditional structure of secondary and postsecondary education. The central concern of the conference was to make a case for the formulation of a national, comprehensive youth policy which would foster access to higher education opportunities based on readiness rather than on chronological age. Major conference papers presented and included in this document are: (1) "Making a Mesh of Things: School-College Articulation" (Charles W. Meinert); (2) "Institutional Imperatives and Possibilities for Change" (Elizabeth Coleman); (3) "Educational Quality: Or Where is the Student in Educational Planning?" (Nancy R. Goldberger); (4) "Teacher Education: What is the Role of the Classroom and the Training for the Classroom?" (Janet E. Lieberman); (5) "Current Status of Youth Policy in Education and Prospects for the Future" (Michael Timpane); (6) "Early Exit" (Tommy M. Tomlinson); and (7) "Educational Restructuring in an Historical Perspective" (Leon Botstein). These proceedings also contain short summaries of two panel presentations, two observers' remarks, descriptions of seven model programs, biographies of presentors, and a list of participants. (JMK)

ED 235 732 HE 016 712

Foster, Stephen F., Ed.; Moir, Philip E., Ed.

Past, Present, Future: Developing Linkages Around the Pacific Rim. Proceedings of the Annual Conference of the Pacific Rim Association for Higher Education (3rd, Vancouver, British Columbia, October 12-13, 1982).

British Columbia Univ., Vancouver. Centre for Continuing Education.; Pacific Rim Association for Higher Education.

REPORT NO.- ISBN-0-88865-322-0
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Audiovisual Aids; Colonialism; *Educational Cooperation; *Films; Foreign Countries; *Geographic Regions; Hearing Impairments; *Higher Education; Organizational Theories; *Pacific Americans; Professional Development; Student Adjustment; Visual Impairments
IDENTIFIERS- Canada; *Pacific Rim; Philippines; Thailand; United States

Issues facing higher education around the Pacific Rim are considered in 12 conference papers. Titles and authors include the following: "Developing Linkages around the Pacific Rim" (Stephen Foster); "A Cooperative Approach to Professional Development: The Canadian Connection" (Peter Murphy); "Using Film in Teaching Concepts--Some Significant Aspects" (Edward Bakony); "Using Film in Educational Instruction and in Developing Linkages around the Pacific Rim" (J. Gordon Nelson); "What Linkages? What Values?" (F. J. Fulton Fisher); "Strategies to Serve the Communicatively Impaired Student in Higher Education" (Gary W. Nix); "Vestiges of Colonialism in Pacific Rim Systems of Higher Education" (Don Williams); "Adjustment Factors of Polynesian University Students in Hawaii" (Morris Graham); "Six Propositions in a National Systems Theory of Organizational Vitality in a Strategic Planning Framework Building upon Turn-of-the-Century Political Ideas and the Earlier Ideas of Darwin and Adam Smith" (Robert G. Cope); and "An Exploratory, Cross-Cultural Study of Socio-Psychological Variables (OPI) Comparing Selective American, Canadian, Hawaiian and Philippine College Students in Education" (David Whittaker). An abstract of a paper on the satisfaction of teacher education staff and a list of presenters and participants are included. (SW)

ED 235 746 HE 016 726

Marks, Joseph L.
Georgia Postsecondary Education: FactFinder, 1983.
Governor's Committee on Postsecondary Education, Atlanta, Ga.
PUB DATE- 83
AVAILABLE FROM- Governor's Committee on Postsecondary Education, 2 Martin Luther King, Jr. Drive, Suite 812, West Tower, Atlanta, GA 30334.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Access to Education; Accreditation (Institutions); College Programs; Community Colleges; *Degrees (Academic); *Enrollment Trends; Full Time Faculty; Geographic Regions; Minority Groups; *Postsecondary Education; Private Colleges; Proprietary Schools; School Location; State Colleges; *State Surveys; *Student Characteristics; Student Costs; Student Mobility; Technical Institutes
IDENTIFIERS- *Georgia

Data and summary information for 1981-1982 Georgia postsecondary education are presented. For each institution, categorized by level and sector, data are presented on headcount enrollment, number of full-time faculty, expenditures, and numbers of certificates and degrees awarded. The location (county) of vocational/technical schools, hospital schools, and career centers is also indicated. For both Georgia and the nation, data are also provided on student migration, college participation rates, and average student charges. Comparative data for the six sectors of postsecondary education are presented concerning the percentages of colleges/schools, programs, students and graduates. These categories are provided for the eight substate regions, which are also compared in regard to population. Additional topics include access to postsecondary education, the number of colleges accredited by sector and level, enrollment trends during 1976-1983 by sector and level, enrollments of racial/ethnic groups overall (for vocational/technical and collegiate institutions), male and female and part- and full-time enrollments by sector and level, graduation rates by sector, and number and percentage of graduates by field. Enrollment and faculty data for 1982-1983 are appended. (SW)

ED 235 760 HE 016 747

Collins, Roger L.
Colonialism on Campus: A Critique of Mentoring to Achieve Equity in Higher Education.
PUB DATE- Mar 82
AVAILABLE FROM- Foundations of Education Department, ML # 2, University of Cincinnati, Cincinnati, OH 45221.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Career Ladders; *Colonialism; Equal Opportunities (Jobs); Faculty College Relationship; Helping Relationship; Higher Education; *Interprofessional Relationship; Locus of Control; *Mentors; *Minority Groups; Power Structure; Professional Autonomy; Racial Discrimination; Sex Discrimination; Social Discrimination; *Socialization; Social Networks; *Women Faculty

In order to reconceptualize the mentoring relationship in higher education, parallels to colonialist strategies of subordination are drawn. The objective is to stimulate renewed thinking and action more consistent with stated policy goals in higher education. One of the primary functions of a mentor or sponsor is to exercise personal power to ensure the allocation of organizational resources and rewards to a protege. Related to the colonial analogy is the competition among women and minorities that results from the scarcity of mentors from the organization's establishment who are interested in and willing to work with these particular newcomers. There is a point at which the severity of competition can undermine cooperative networking among colleagues. Another vestige of colonialism concerns the price to be paid for selection as a protege, since selection may be determined by the protege's willingness to subscribe to the social and intellectual legacy of the prospective mentor. In addition, socializing proteges involves subscribing to the "rules of the game" in academia, rules that may be questioned because of their historically discriminatory applications. The strategy of networking within the university and across institutions is also addressed. (SW)

Rekkedal, Torstein
Introducing the Personal Tutor/Counsellor in the System of Distance Education. Project Report 1: Experiment Description.
NKI-Skolen Undervisningssentrum, Oslo (Norway).
REPORT NO.- ISBN-82-562-1107-5
PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Correspondence Study; *Distance Education; Dropout Characteristics; Dropout Research; Foreign Countries; Higher Education; Individualized Instruction; Questionnaires; *Student Attrition; *Tutorial Programs; *Tutors
IDENTIFIERS- *Norway

This preliminary report describes part of NKI-Skolen's planned contribution to a cooperative study on student non-start and early withdrawals in correspondence education, which was created by the Norwegian Association of Correspondence Schools. A project is explained which will examine the organization of the initial phases of a student's correspondence study by assigning students in an experimental group to personal tutors who will integrate the normally-separated administrative, teaching, and counseling tutor functions. A background section provides a research review on the drop-out problem in distance education, non-start and early withdrawals, and student reasons for discontinuation. Further experimental studies with special relevance to the research problems and procedures are briefly presented. Under experimental procedures, the tutors' role in the study is examined in detail. Finally, research design and procedures are explained, including the courses, student selection, questionnaire design and data collection, and a summary of the research problems. A five-page bibliography is included, as well as a questionnaire (in Norwegian) designed for both experimental and control groups, which contains items on correspondence study in general, the tutor's work, and counselling, to contrast their perceptions on different aspects of distance study (LMM)

ED 235 803 IR 050 459

Minter, Anne

Organizing and Establishing a Media and Research Services Center in a Secondary Vocational-Technical School: Procedures, Activities, Conclusions.

Natchez-Adams County Vocational School, MS.

PUB DATE- 83

AVAILABLE FROM- Natchez Special Municipal Separate School District, P.O. Box 1188, Natchez, MS 39120.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTIONS- *Audiovisual Aids; Check Lists; Guidelines; *Learning Resources Centers; *Media Selection; *Media Specialists; Program Descriptions; Publications; School Community Relationship; Secondary Education; *Trade and Industrial Education; Videotape Recordings

IDENTIFIERS- Elementary Secondary Education Act Title IV; Natchez Adams Vocational School MS

Intended both as a report on an Elementary and Secondary Education Act of 1965 (ESEA) Title IV project and as a guide for others wishing to initiate centralized media services in vocational-technical schools, this document describes the planning, funding, establishment, and the 1980 to 1983 operations of the Natchez Vocational Media and Research Services Center. The Center is designed to serve approximately 300 10th to 12th grade students of automotive mechanics, the building trades, business drafting, electricity, and the metal trades at the Natchez-Adams County Vocational School in Mississippi. It is noted that Natchez Center services include both the location of relevant print and nonprint materials published by outside sources and the inhouse production of videotape programs. The first half of the report presents information on budgets (with an example from the 1981-82 school year), personnel (with a vocational media specialist job description), assistance from support groups, facilities, equipment and materials, formulation of a selection policy (with sample materials and equipment evaluation forms), selection aids for vocational-technical materials, collection development, and community utilization of the center. A chronological description of the activities, procedures, and decisions involved in organizing and establishing the Natchez Center comprises the report's second half. Also provided is a list of companies producing vocational-technical materials in print and nonprint formats. (ESR)

ED 235 877 PS 013 826

Vickers, Jeanne
Development Education: NGO Priorities for the Eighties. Development Education Paper No. 17.
United Nations Children's Fund, New York, N.Y.
PUB DATE- 80
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Advocacy; Community Action; Community Attitudes; *Community Involvement; *Developing Nations; Economic Development; Global Approach; Health Needs; *Institutional Role; *Organizations (Groups); Program Implementation; *Social Change; Social Problems
IDENTIFIERS- *Development Education; Nongovernmental Organizations; *UNICEF

Nongovernmental organizations (NGOs) have a central role to play in mobilizing the political will of governments to change the present imbalance in the distribution, consumption, and control of the world's resources. In a time of world economic crisis, millions die unnecessarily every year for lack of food, shelter, and medical care. Thirty percent of all children born in developing countries die before the age of 5 from malnutrition and related diseases. Up to half of those who survive suffer malnutrition severe enough to leave them with irreversibly stunted bodies and minds. Many countries that suffer famine are actually major agricultural exporters to industrialized countries. Far worse conditions will occur in the near future unless attitudes change. One way to change attitudes is through development education, or education that attempts to raise awareness in the industrialized world concerning choices facing mankind and to convey the responsibility of the privileged. By reaching young people early, before narrow attitudes are formed, a global dimension that will help them understand the causes and consequences of poverty and underdevelopment can be communicated. Effective interventions in schools, however, are likely to require community participation. The active community workers of the NGOs can be mobilized to act as pressure groups on a wide range of institutions and to establish development education action groups and resource centers. In all such activities, the national committee for UNICEF would be a natural partner. Assistance could also be sought from the United Nations' Non-Governmental Liaison Service. (RH)

ED 235 907 PS 013 919

Copeland, Anne P.; Barenbaum, Nicole B.
Some Correlates of Child-Rearing Attitudes.
PUB DATE- Aug 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Childhood Attitudes; *Child Rearing; Daughters; *Divorce; Emotional Development; Fatherless Family; Hostility; *Interpersonal Communication; Mental Health; *Mother Attitudes; *Parent Child Relationship; Physical Health; Sons

One hundred and twelve Caucasian mothers (recently separated from their husbands) and their children (6-12 years old) who were participating in a larger longitudinal study of the effects of parental divorce on families were interviewed and completed psychological measures about coping and parenting. Based on mothers' responses to a parenting attitudes questionnaire, two factors were selected which measured openness to communication (open expression factor) and hostility (hostility factor). These factors were found to be related to mothers' and children's reports of physical and mental health, and to qualitative aspects of their relationship as measured in a videotaped play observation session (play interaction). The scores of mothers of sons vs. daughters did not significantly differ for either the open expression factor or the hostility factor. Mothers who rated themselves high on the open expression factor were more supportive and their children responded more positively to them. Conversely, mothers who rated themselves high on the hostility factor were less interactive, at least with boys, and their sons were non-interactive or negative in turn. Parenting attitudes were also related to mothers' self-reports of adjustment, to their ratings of their children's adjustment, and even to their children's self-reports. The direction of effect is unclear, but the issues that surround mother-son relationships are clearly shown to differ from those surrounding mother-daughter relationships. (BJD)

Hoeksema, Fannie M.
Identifying Intellectual Advancement in Preschoolers.
PUB DATE- Aug 82
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTIONS- Academic Ability; Creativity; *Gifted; *Identification; Performance Factors; *Preschool Children; Preschool Education; Rating Scales; *Test Construction; *Tests; Test Validity

An observation guide for the identification of intellectually advanced preschool children was developed by adapting characteristics illustrated in the literature for older children. The 46 descriptive characteristics included in the guide were categorized in terms of three general sets: general ability, task commitment, and creativity. Teachers using the guide evaluated 249 young children in 11 classes at 5 preschool centers. Later, 36 children selected from the sample were reevaluated. After using the guide, participating teachers evaluated both the guide and accompanying instructions. Analysis of data indicated the following: (1) Teachers felt the observation guide's rating instrument provided new insight into what constitutes intellectual advancement in preschoolers. (2) The observation guide was found to have high internal consistency as noted by the reliability of the scores in the three categories. (3) Intellectual advancement scores were not sex- or age-related. (4) Significant differences between classes in all categories and between centers in an intellectual subcategory were found. No significant differences were found between centers in a socioemotional-moral subcategory or in task commitment and creativity categories. (5) With regard to external reliability, evaluation-reevaluation scores showed a low positive correlation. (6) A minimum cutoff score of 88 may be used to identify a large proportion of truly intellectually advanced preschool children. (Author/RH)

ED 236 049 SE 043 391

Romberg, Thomas A.; And Others
Mathematics Instruction in IGE and Non-IGE Schools. Working Paper 317. Report from the IGE Evaluation Project.
Wisconsin Center for Education Research, Madison.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Feb 82
GRANT- NIE-G-81-0009
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Computation; Educational Research; Elementary Education; *Elementary School Mathematics; Evaluation; Grade 2; Grade 5; *Individualized Instruction; *Manipulative Materials; *Mathematics Achievement; Mathematics Curriculum; *Mathematics Instruction; Teaching Methods; Time Factors (Learning); Worksheets
IDENTIFIERS- *Developing Mathematical Processes; Individually Guided Education; *Mathematics Education Research

This report summarizes the data from a comparative study of grades 2 and 5 mathematics instruction and the use of Developing Mathematical Processes (DMP) in IGE and non-IGE settings. These results are part of a five-phase evaluation of the IGE system of elementary schooling. Use of DMP and reported adoption of IGE were not found to be good indicators of instructional patterns in mathematics. At both grades, the instructional emphasis was on computation, with insufficient time allocated to other important areas of mathematics, in particular problem solving at grade 5. Use of worksheets exclusively was found to be ineffective for increasing achievement. Use of manipulative materials was very effective for increasing achievement for some objectives. (Author)

ED 236 078 SO 015 062

Moore, Robert B.; Banfield, Beryle
Reconstruction: The Promise and Betrayal of Democracy.
Council on Interracial Books for Children, Inc., New York, N.Y.
SPONS. AGENCY- Boehm Foundation, New York, NY.; Episcopal Church Center, New York, NY. Coalition for Human Needs.
REPORT NO.- ISBN-0-930040-52-X
PUB DATE- 83
AVAILABLE FROM- Council on Interracial Books for Children, 1841 Broadway, Room 500, New York, NY 10023 ($4.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Black Achievement; Black Attitudes; Black Education; *Black History; Black Influences; Civil War (United States); *Democracy; History Textbooks; Mythology; Racial Bias; *Reconstruction Era; Resource Materials; Secondary Education; Slavery; Statistics; *Textbook Bias; Textbook Content; Textbook Evaluation; Whites

Common myths of the Reconstruction Era perpetuated by textbooks are examined and positive information to counter these myths is provided. The presentation of Reconstruction in 12 secondary level U.S. history textbooks, published between 1979 and 1982, is analyzed. The myths that are examined include the following: blacks were helpless and confused during Reconstruction, the freedpeople drifted aimlessly about the South, the land redistribution issue was an unfounded notion, freed blacks lacked the skills needed to build independent lives, white men played the central role in post-war social change, blacks were not smart, no white violence was used to overturn Reconstruction's gains, Southern white men were not very successful lawmakers, Northern whites who participated in the Reconstruction governments were greedy adventurers and Reconstruction governments were often corrupt. Also included are a bibliography of readings, a chronology of events of the Reconstruction Era, a list of textbooks used in the study, and statistics concerning blacks in our society. (RM)

ED 236 092 SO 015 087

Friedrichs, David O.
Crime, Deviance and Respectability: A New Course in a Neglected Area in the Sociological Curriculum.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Antisocial Behavior; Course Descriptions; *Criminals; Curriculum Enrichment; Higher Education; Social Behavior; Social Problems; *Sociology
IDENTIFIERS- *White Collar Crime

A course on white collar crime suitable for use in a small or moderately sized undergraduate sociology program is outlined. The development, format, and evaluation of the course are discussed in separate sections. The program is seen as developing out of a need to identify and foster awareness of a wide range of illegal and deviant activities regularly engaged in by respectable individuals, such as corporate, governmental, and occupational crime and official misconduct. It is believed that these areas are often neglected in conventional sociology curricula. The format of the course is described as a combination of lecture, student oral reports, and discussion. Student requirements and their underlying rationale are explained. Assignments include a team oral report, oral critique of one to three articles, and an optional written paper. The design of these assignments to encourage class discussion is emphasized. Student response to the course is evaluated as generally favorable. However, tedium of readings on corporate crime and the focus on concepts rather than hard data are cited as areas of student dissatisfaction. The paper concludes with a syllabus outline. (LP)

ED 235 818 IR 050 475

Harkanyi, Katalin
Electronic Technology, Automation, and Libraries: A State-of-the-Art-Review.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Reference Materials - Bibliographies (131)
DESCRIPTIONS- *Computers; *Databases; Information Dissemination; Information Retrieval; Library Automation; *Library Role; Online Systems; Reference Services; *Social Change; *Sociology; Technological Advancement; *Telecommunications
IDENTIFIERS- *Information Technology; Information Transfer; Sociological Abstracts

This study reviews changes brought about by advances in computer and telecommunications technology and describes online searching of sociological databases. Social changes affected by electronic technology are discussed, and speculations are made concerning the future effects of this technology. Also discussed are changes induced by recent innovations in the information transfer process and social and technological changes as they alter the library's role in the dissemination of information and in the process of education. Emphasis is placed on the advantages of online searching, particularly searching of "Sociological Abstracts." Appendices present a list of searchable fields for this database as mounted on the DIALOG information retrieval system; sample searches on the psycho-social impact of automation on library personnel and the social impact of information technology; and a list of 14 databases containing information of relevance to sociology. A 102-item bibliography on library automation and information technology is also provided. (ESR)

ED 235 833 IR 050 491

Farid, Mona
The Development of Information Manpower Resource.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Developing Nations; Guidelines; *Information Science; *Library Education; *Problems; Professional Education
IDENTIFIERS- *Information Infrastructure

This paper examines the training and education of information manpower in the formal educational institutions of Latin America, Africa, and the Middle East. The nature of the information, social, and economic infrastructures in developing countries is also examined. It is suggested that promotion of the supply side of the information infrastructure does not constitute in itself a necessary and sufficient condition for the use of information and the proper utilization of technology. Shortcomings in educational programs for information manpower are identified as the organizational structure of library and information science schools, the well-defined lines between disciplines, the scattering of the information curriculum in different disciplines, the shortage of qualified faculty, methods of teaching, the problem of language proficiency, and the absence of a systems approach methodology. Eight recommendations are then presented for improving the educational level of information specialists in order to convey the maximum social benefits to developing countries. A 25-item bibliography is included. (Author/ESR)

Sheldon, Elyse L.; And Others

The Range and Consistency of Preschoolers' Reunion Responses in Day Care.

PUB DATE- Aug 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- *Behavior Rating Scales; *Day Care; Early Childhood Education; *Parent Child Relationship; *Preschool Children; *Test Construction
IDENTIFIERS- *Preschool Reunion Behavior Scale; *Reunion Behavior

A study was conducted to develop a reliable measure for assessing the variations in reunion responses exhibited by preschoolers and to determine whether individual differences were consistent over multiple observations. A total of 22 preschool children (13 boys and 9 girls) participated in the study; their reunion behaviors were observed on six occasions over a 7-week period. For each reunion episode, ratings were made of the child's initial reunion response and of all subsequent reunion behaviors. Used to record observations was the Preschool Reunion Behavior Scale, a measure consisting of 15 categories describing behaviors and indicating their affective quality along degrees from negative to positive. Contextual information was also recorded. It was found that the most frequently occurring reunion responses were affectively positive ones. Children showed the same specific reunion behavior 50 percent of the time; consistency in the general emotional tone of reunions was found in 72 percent of observations. No sex differences were found in specific reunion behaviors or in their consistency (whether mother or father was the retrieving parent was immaterial). Findings indicated that preschool children show a much broader range of greeting behaviors than do younger children. The consistency of individual differences suggests that these responses may reflect some stable dimension of parent/child interaction. (A copy of the scale is included.) (RH)

ED 235 937 RC 014 361

Dabene, Louise
Case Study on Teaching Materials for Spanish Language and Culture Classes for Migrant Children in France. (Part I, Lyon-Paris, France) The CDCC's Project No. 7: "The Education and Cultural Development of Migrants".
Council for Cultural Cooperation, Strasbourg (France).
REPORT NO.- DECS/EGT-(83)-1
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Bilingual Students; Case Studies; Cultural Education; Elementary Secondary Education; Foreign Countries; French; *Instructional Materials; Language Maintenance; Migrant Children; *Migrant Education; *Native Language Instruction; Socioeconomic Status; *Spanish; *Spanish Culture; Supplementary Education
IDENTIFIERS- Cultural Maintenance; *France; Spain

As part of the Spanish government's attempt to provide cultural and linguistic education for the sizable Spanish population in France, it organized the design of instructional materials especially suited to the 64,614 children of Spanish migrant workers living in rural and urban France. The materials were intended for use by primary and lower secondary students in special supplementary courses in language and culture supervised by the Education Department of the Spanish Embassy in Paris. A survey of the written and oral skills of a sample of 900 Spanish children from all parts of France preceded the design of the materials, which were intended to teach the Spanish language to a heterogeneous target audience drawn largely from Galicia, Andalusia, and southeastern Spain. The flexible materials were developed for four school levels (second and third primary years, last two primary years, first and second secondary years, third and higher secondary years) and were grouped into five subject packs (phonetics, spelling, and written expression; grammar and vocabulary; social environment; audio-visual montage; reading passages). The materials include a teacher's book and a list of Gallicisms. Examples of the aims and kinds of exercises of four of the packs are included. (SB)

ED 235 951 RC 014 386

Barker, Bruce O.
Computer Awareness for Rural Educators.
PUB DATE- Aug 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Computer Literacy; Computer Oriented Programs; *Computers; Computer Science; *Elementary Secondary Education; Rural Schools; *Teachers

The meteoric rise of the computer age is a challenge for public educators, many of whom are still unfamiliar with basic computer technology. Yet many educators are finding that they can correct their misconceptions about computers by becoming "computer aware." Computer awareness comes from gaining a knowledge of computer history; a basic understanding of how computers work; an awareness of the different types of computers, their peripheral hardware, and their software; an understanding of computer capabilities and limitations; and some experience in using a computer. For computer awareness to be a reality for educators, computers must be available in schools. However, a 1982 survey shows that only 58% of all public school districts have computers. Also, according to a 1983 study, only 60% of rural school districts with a maximum of 900 students offer computer science in the secondary curriculum. In addition to using computers for instruction, schools can use computers for calculations, recordkeeping, word processing, control, simulation and gaming, and creative arts. A glossary of 90 computer terms and a microcomputer resource guide listing organizations, books, booklets, periodicals, articles, and other documents published since 1979 are included. (SB)

ED 235 979 RC 014 422

Blakely, Edward J.; And Others

New Challenges for Rural Economic Development. Working Paper No. 400.

California Univ., Berkeley. Inst. of Governmental Studies.; California Univ., Berkeley. Inst. of Urban and Regional Development.

SPONS. AGENCY- Ford Foundation, New York, N.Y.

PUB DATE- Jan 83

LANGUAGE- English

EDRS Price - MF01/PC06 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTIONS- Case Studies; Census Figures; College Role; Economic Change; *Economic Development; Employment Opportunities; Employment Patterns; Females; *Futures (of Society); Labor Force Development; Long Range Planning; Minority Groups; Policy Formation; Population Growth; Population Trends; Postsecondary Education; Rural Areas; *Rural Development; *Rural Economics; Rural Population; Social Change; Urban to Rural Migration; Vocational Education

IDENTIFIERS- California; *Change Analysis; North Carolina; Vermont; Wisconsin

Eleven papers on rural economic development cover challenges and opportunities; employment trends affecting nonmetropolitan areas; status of nonmetropolitan women and minorities; case studies of Vermont, North Carolina, Wisconsin, and California; western urban and regional development; economic development in small cities; and rural policy options. "New Challenges and Opportunities for Rural Development" summarizes and integrates material in the other papers. "The Changing Nature of Rural America" discusses population trends and their impact on rural communities, human resources development, and employment opportunities. The next two papers, on employment trends and the status of women and minorities, review published census and other national data on rural growth and structural change, and indicate that women and minorities have not fully shared in recent rural economic gains. The four state case studies follow. "Western Urban and Regional Development: Emerging Conflicts and Planning Issues" covers the context of change (unequal spatial development, sectoral changes, labor market polarization, technological development, poor aggregate economic performance) and problems, issues, and conflicts. "The Future of Economic Development in Small Cities" discusses strategies and policy considerations. A final paper summarizes the findings of the University of California's Rural Development Policy Project, including the critical role for post-secondary educational institutions in providing relevant training for mid-level technical and managerial personnel. (MH)

ED 236 007 SE 043 286

Stead, Beverley
Plants. Learning in Science Project. Working Paper No. 24.
Waikato Univ., Hamilton (New Zealand).
PUB DATE- Dec 80
AVAILABLE FROM- University of Waikato, Science Education Research Unit, Hamilton, New Zealand.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142) Reports - Research/Technical (143)
DESCRIPTIONS- *Botany; Cognitive Processes; Comprehension; *Concept Formation; *Curriculum Development; Elementary School Science; Elementary Secondary Education; Interviews; Learning; Plant Growth; Plant Identification; Science Education; *Science Instruction; *Secondary School Science
IDENTIFIERS- *Learning in Science Project; *New Zealand; Plants (Botany); Science Education Research

One area explored in the second (in-depth) phase of the Learning in Science Project was "children's science," defined as views of the world and the meanings for words that children have and bring with them to science lessons. The investigation reported focuses on the concept of "plant" held by 29 students. Data were obtained by the "interview-about-instances" procedure in which students were shown cards with diagrams which represented different instances (grass) and non-instances (elephant) of the concept. Students were asked "In your meaning of the word 'plant,' is ...(the drawing shown)... a plant?" At the end of the interview, students were then asked to give their meanings of the word in a sentence or two. Responses are presented, discussed, and analyzed according to: (1) the use of scientifically acceptable critical attributes (leaves, flowers, and others); (2) the use of scientifically unacceptable critical attributes (size, hardness, and others); (3) the use of critical attributes of living things as the critical attributes of plants; and (4) the atypical plants (seaweeds, seeds, and others). Among results are findings that only four students could categorize instances.non instances correctly. Sample interview cards and additional quotations, under the same four headings enumerated above, are provided in an appendix. (JN)

ED 236 064 SO 014 949

The Standard of Education in Japan.

National Inst. for Educational Research, Tokyo (Japan).

REPORT NO.- NIER-03/83
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Academic Standards; College Entrance Examinations; Comparative Education; Compulsory Education; Educational Attainment; Educational Background; *Educational Development; Educational Improvement; *Educational Practices; Educational Trends; Elementary Secondary Education; Enrollment; Expenditures; Foreign Countries; Higher Education; Preschool Education; Special Education; Student Promotion; Teachers
IDENTIFIERS- *Japan

This booklet summarizes a government white paper outlining the development of Japanese education since the adoption of the new system following World War II. The report is organized into six main sections. The framework of the national educational system is introduced and charted in section 1, followed by a discussion of the expansion and transition of that system in section 2. Changes and additions in preschool programs, compulsory education, schooling for the handicapped, and special training opportunities are presented in detail to emphasize the degree of progress since 1945. Topics covered in section 3, include curricula revisions, selection and distribution of teaching materials, and secondary-higher education admission criteria. The promotion system for elementary through university level is illustrated in charts. Information concerning the teaching force is provided in section four, with statistics on number, sex distribution, training, and salary indicating the rising status and competency of the profession. The educational achievement of the general population, trends in grade level attainment and the relationship of education to choice of employment are analyzed in section 5. The final section documents educational expenditures since 1960. Expenses are broken down by target area--school education, social education, administration; source--national and local governments, private schools, and family contributions; and grade level. Concluding remarks point to the rising need to meet the diversifying demand for education at each stage of life. (LP)

ED 236 107 SO 015 154

Standards of Learning Objectives for Virginia Public Schools. Social Studies.

Virginia State Dept. of Education, Richmond.

PUB DATE- Jan 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Civics; Cultural Awareness; Curriculum Design; Curriculum Development; Economics; *Educational Objectives; Elementary Secondary Education; Fundamental Concepts; Geography; History; Locational Skills (Social Studies); Skill Development; *Social Studies; State Curriculum Guides; United States Government (Course)
IDENTIFIERS- *Virginia

The standards of learning objectives for social studies are presented as a framework for curriculum planning and instruction. Program foci and objectives are described for each instructional level from kindergarten through grade 12. Objectives reflect the concern for developing concepts, attitudes, and skills in geography, history, culture, social relationships, government and economic processes, and citizenship. An appendix outlines 5 major categories of social studies skills fundamental to the curriculum goals. (LP)

ED 235 789 IR 010 864

Koch, H. William
Impact of Electronic Publishing on Scholarly Journals.
PUB DATE- 16 May 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Automation; Display Systems; Editing; Information Retrieval; Information Storage; *Layout (Publications); Online Systems; *Periodicals; *Physics; Production Techniques; *Publishing Industry; Technological Advancement
IDENTIFIERS- American Institute of Physics; Electronic Mail; *Electronic Publishing

Three general features of scholarly journals--internal processing, format, and form--are examined with regard to journals published by the American Institute of Physics (AIP). Reasons for the minor impact of electronic processing on output forms and display formats in physics journals are discussed, including the dependence of such journals on the effective use of analog displays for the basic journal format and the continued economic success of the cheaper print-on-paper form. The present use of electronic methods in scholarly journal publishing at AIP is described for three categories of use: (1) electronic mail for communicating among authors, reviewers, and editors; (2) online editing and composing systems; and (3) computerized storage and distribution systems. The possible impacts of electronic publishing in AIP scholarly journals in the areas of internal processing, display formats, and output forms are analyzed; and specific predictions are made as to which sets of AIP publications will be the first to become available for electronic remote accessing. A matrix organizes the publications into non-scholarly/scholarly and digital display/analog display. (Author/LMM)

ED 235 847 JC 830 454

Dyste, Ron; Wilson, Al
Financial Aid Administration.
California Community Colleges, Sacramento. Office of the Chancellor.
PUB DATE- Oct 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Numerical/Quantitative Data (110)
DESCRIPTIONS- Administrators; *Community Colleges; *Educational Trends; *Financial Aid Applicants; *Program Administration; Program Costs; State Surveys; *Student Financial Aid; Two Year Colleges; Two Year College Students
IDENTIFIERS- *California

The first of two reports to the Board of Governors of the California Community Colleges on student aid and its administration, this report describes major trends in financial aid over the past decade; characteristics of student aid recipients and financial aid officers; and operating costs, staffing, and workload. Following background information and a brief introduction to the nature of financial assistance, part 1 explores major trends and issues in financial aid, revealing: (1) an increase in student indebtedness as loans rather than grants become the new dominant source of current financial assistance; (2) a substantial rise in district and state contributions to student aid; (3) evidence that only 60% of student aid applicants receive assistance; and (4) the disproportionate impact of student aid recipients in generating average daily attendance. This section provides historical comparisons of California community college financial assistance, discusses the implications of trends in financial aid for low-income students, highlights the growth of Guaranteed Student Loans (GSL's), and discusses the decline of need-based aid programs. Part 2 examines selected characteristics of student aid recipients and financial aid administrators. Operating costs, staff, and workload are considered in part 3. Finally, part 4 discusses the implications of study findings. A description of five major federal aid programs and a list of financial aid regional representatives are appended. (LAL)

Standards of Performance for Community Based Educational Institutions: Self-Assessment Workbook.

Association of Community Based Education, Washington, DC.

SPONS. AGENCY- Carnegie Corp. of New York, N.Y.
PUB DATE- 83
AVAILABLE FROM- Association for Community Based Education, 1806 Vernon Street, NW, Washington, D.C. 20009 ($20.00; $25.00 for series of three).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- *Administrative Organization; Adult Education; *Community Education; Community Schools; *Educational Planning; Information Needs; *Information Systems; Institutional Evaluation; Management Information Systems; Organizational Objectives; *Outcomes of Education; Postsecondary Education; Program Evaluation; *Self Evaluation (Groups); Standards; Workbooks
IDENTIFIERS- *Community Based Education

Designed as a step-by-step guide to help community based educators assess the quality of their institutions' performance and identify ways to improve that performance, this workbook provides questions and forms that can be used in comprehensive self-assessment or evaluation of a specific area of practice. Following introductory material on the organization and use of the workbook, each of the next four sections focuses on one of four performance areas (i.e., mission and goals, organization, programs and outcomes, and information management). Within each section, a general overview is followed by brief discussions of the components of the performance area and corresponding exercises eliciting descriptive information, evaluative checklists, and planning-related questions. Part I examines essential elements of mission statements, and the development, use, and review of these statements. Part II addresses governance, administration, fiscal and personnel management, planning, and community relations and communication. Part III focuses on program design and content, support, outcomes, learning processes, and evaluation. Part IV looks at the development of databases and the management of information related to learner characteristics, personnel, the governing board, programs, financial resources, fundraising, community needs, and affiliation with other agencies. (LAL)

ED 235 965 RC 014 405

Avery, Paul J.; And Others

FINS: A Guide to the LaConner School District's Program In Fishing Industry Specialization.

LaConner School District, WA.

PUB DATE- 82

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTIONS- American Indian Education; Behavior Change; Curriculum Development; *Dropout Prevention; Educational Objectives; Field Experience Programs; Graduation; High Schools; *High School Students; *Job Training; Models; *Nontraditional Education; Program Guides; Relevance (Education); *Skill Development; Vocational Education

IDENTIFIERS- *Fishing Industry; *LaConner School District WA; Swinomish (Tribe)

Fishing Industry Specialization, or FINS, is a 2-year alternative education program designed in 1979 by the LaConner (Washington) School District to encourage high school completion by students wanting to enter the fishing industry. With encouragement from the Swinomish Indian Tribe and help from an active citizens advisory board, school officials have redesigned a high school program around the technological skills necessary for survival at sea and in the fishing industry. FINS students follow a 5-phase sequence of academic, vocational, and at-sea coursework resulting in a competency certification. Academic and vocational courses, which use special curriculum units to teach standard curriculum topics in the context of the fishing industry, include introduction to fishing, navigation, marine safety and survival, marine engines and repair, marine biology, money management, boat building, drafting, and report writing. At-sea coursework covers safety, deck seamanship, navigation, and commercial fishing gear and techniques. FINS provides students with a realistic incentive to complete school and to master and apply academic skills in practical work experience. While many FINS graduates have obtained entry level jobs in marine-related areas, others have continued their training at the college level. This successful educational model can be applied in conjunction with any major community industry. (SB)

Harrison, Paul
Land and People, the Growing Pressure.
International Planned Parenthood Federation, London (England).
PUB DATE- 83
AVAILABLE FROM- International Planned Parenthood Federation, Distribution Department, 18-20 Lower Regent Street, London, SW1Y 4PW, England ($1.00 for 10 copies).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Reports - Research/Technical (143)
DESCRIPTIONS- *Agricultural Production; Demography; *Developing Nations; *Food; *Futures (of Society); Human Geography; Land Use; Maps; *Overpopulation; Productivity; Research Methodology; Research Projects
IDENTIFIERS- Africa; Asia; Latin America; Middle East; PF Project; Third World

A summary and an analysis of the findings of the Land Resources for Populations of the Future project are provided in this report. The project, conducted by the Food and Agriculture Organization, studied the food production capabilities of 117 developing countries to determine how many people they could support at different levels of farming and to compare that with each country's population in 1975 and projected population in 2000. Among the findings are that at low levels of farming (the current practice in most developing countries), 38 percent of these areas could not support their 1975 population and 65 countries will be unable to feed their population in the year 2000. Regional findings are presented for Africa, Asia, Latin America, and Southwest Asia (Middle East) accompanied by maps which illustrate the situation relative to 1975 populations. The analysis of the project points out some overly optimistic assumptions upon which the study was based such as that all cultivable land would be used, that it would be used only to grow food crops, and that food supplies would be distributed equally among socioeconomic groups. The conclusion of the analysis is that the problem is even more critical than the study shows. (DC)

ED 236 021 SE 043 300

Schollum, Brendan; And Others
Heating and Cooling. A Resource Unit for Teachers. Learning in Science Project. Working Paper No. 38.
Waikato Univ., Hamilton (New Zealand).
PUB DATE- 81
AVAILABLE FROM- University of Waikato, Science Education Research Unit, Hamilton, New Zealand.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142) Reports - Research/Technical (143) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Change; Comprehension; *Concept Formation; Concept Teaching; *Curriculum Development; Elementary School Science; Elementary Secondary Education; Learning; *Matter; Science Activities; Science Education; *Science Instruction; Scientific Concepts; *Secondary School Science; Teaching Methods
IDENTIFIERS- *Learning in Science Project; *New Zealand; Science Education Research

The major focus of this unit is on changes where substances do not, from the scientific viewpoint, actually change into other substances. For example, substances may expand or contract upon heating or change form (such as ice to water). Part 1 provides a 12-item instrument to enable teachers to check their own ideas about this topic and to clarify children's views before and after instruction. Part 2 discusses scientists' views on changes produced by the heating and cooling of substances. Part 3 contrasts scientists' views with children's views of four common events, using comments obtained from the in-depth phase of the Learning in Science Project. Events considered focus on: boiling; steam and condensation from steam; water condensing on a cold surface; and melting ice. Part 4 consists of suggested teaching activities designed to build on and reinforce children's views where these views are essentially similar to those of scientists. An overall framework to the sequence of activities (in flowchart format) is included. (JN)

Pine, Eli S.
How to Enjoy Calculus: With Computer Applications. Revised Edition.
REPORT NO.- ISBN-0-917208-02-1
PUB DATE- 83
AVAILABLE FROM- Steinlitz-Hammacher Company, P.O. Box 187, Hasbrouck Heights, New Jersey 07604 ($7.95 per copy plus $1.00 postage and handling).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- *Calculus; *College Mathematics; Computer Oriented Programs; *Computer Programs; Higher Education; Mathematical Applications; Mathematics Curriculum; *Mathematics Instruction; Secondary Education; Secondary School Mathematics; Supplementary Reading Materials; Textbooks

The author states that this book was written for anyone who wants to know what calculus is all about, and that those with knowledge of some algebra and geometry should be able to understand it. That calculus should be called "slope finding" is discussed, and this term is used extensively. The book is divided into three chapters: (1) the development of slope finding, (2) area finding or integral calculus, and (3) differential equations. Numerous illustrations are given, and computer programs and applications are included. (MNS)

ED 236 124 SP 023 006

Schlenker, Richard M.

The What, Why, Where, When, Who and How of Behavioral Task Analysis.

PUB DATE- Jul 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Behavioral Objectives; Critical Incidents Method; Curriculum Development; Evaluation Methods; Job Analysis; Lesson Plans; *Needs Assessment; Problem Solving; *Task Analysis; Teaching Methods; Training Objectives

The process of conducting a task analysis is one of determining exactly and in greatest detail what people do when they perform a certain job, or what they need to know when they enter a certain course of study. A task analysis is sometimes, but not always, preceded by a needs assessment to identify discrepancies between training or educational programs or courses that exist and programs or courses that ought to exist. Task analyses are conducted so that instructionally important tasks may be identified, instructional time conserved, and costs kept to a minimum. Also provided from task analysis is a list of behaviors from which student centered instructional objectives may be derived. This paper describes task analysis in six sections: (1) what task analysis is; (2) why conduct task analysis; (3) where task analyses are conducted; (4) when to conduct a task analysis; (5) who conducts task analyses; and (6) how they are conducted. Information is provided on listing identified tasks, creating a detailed description of what needs to be done, and constructing a task analysis work sheet. (JD)

ED 236 050 SE 043 392

Mintz, Elaine; And Others

Suggestions for Teaching Mathematics Using Laboratory Approaches. 5: Number and Numeration, Operations, Geometry, Measurement. Experimental Edition.

New York State Education Dept., Albany. Bureau of Elementary Curriculum Development.
PUB DATE- 75
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Computation; Elementary Education; *Elementary School Mathematics; Geometry; *Laboratory Procedures; *Learning Activities; *Manipulative Materials; *Mathematics Instruction; Mathematics Materials; Measurement; Number Concepts; State Curriculum Guides; State Departments of Education; *Teacher Developed Materials
IDENTIFIERS- New York

This is the fifth in a series of publications to help teachers use a mathematics laboratory approach in the elementary school. It provides 64 activities, developed by teachers and field-tested in classrooms. It is designed to be used with any basic mathematics program, as a stimulant to encourage teachers to use their imagination to develop further activities. In developing a set of task cards, the teacher should adjust vocabulary used in the publication and choose concrete materials in terms of knowledge of the particular children and the type and amount of manipulative materials available. For each activity, materials needed, purpose, procedures and suggestions are given. (MNS)

ED 236 079 SO 015 063

Moore, Robert B.; Banfield, Beryle

Reconstruction: The Promise and Betrayal of Democracy. Teacher's Guide and Classroom Activities.

Council on Interracial Books for Children, Inc., New York, N.Y.

REPORT NO.- ISBN-0-930040-51-1

PUB DATE- 83

AVAILABLE FROM- Council on Interracial Books for Children, 1841 Broadway, Room 500, New York, NY 10023 (guide and filmstrip $37.50, not available separately).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTIONS- Black Achievement; *Black History; Black Influences; Civil War (United States); *Critical Thinking; *Democracy; Elementary Education; Filmstrips; Junior High Schools; Learning Activities; Mythology; *Racial Bias; Racial Relations; Racial Segregation; *Reconstruction Era; Slavery; Teaching Guides; *Textbook Bias; Textbook Content; Textbook Evaluation

IDENTIFIERS- Ku Klux Klan

Designed to be used with the sound-color filmstrip "Reconstruction: The Promise and Betrayal of Democracy," these learning activities are intended to help students in grades 5-9 develop critical thinking about how their textbook presents the Reconstruction Era. The activities focus on many ideas. Some of the focusing ideas presented are that racism and white supremacy conflict with the principles of the Declaration of Independence; that black people and some whites worked to end slavery and make the principles of the United States come true; and that land was a crucial need of the freedpeople and the lack of land redistribution was a fundamental failure of Reconstruction. Students read and discuss short reading selections provided and analyze the filmstrip. Each activity provides a focusing idea, objectives, information on time required, materials needed, teacher preparation, and classroom procedure. Bibliographies of additional student readings are also supplied. (RM)

ED 236 108   SO 015 155

Saad, Geti, Comp.
Selected Bibliography of Educational Materials in Pakistan. Vol. 16, No. 1, January-March, 1982.
SPONS. AGENCY- National Inst. of Education (DHEW), Washington, D.C.; National Science Foundation, Washington, D.C.
REPORT NO.- TT82-53000/1
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTIONS- Academic Standards; Annotated Bibliographies; Childrens Literature; Comparative Education; Curriculum Development; Educational Administration; Educational Development; Educational Finance; *Educational Practices; Elementary Secondary Education; Foreign Countries; Health Education; Higher Education; Libraries; Literacy; Medical Education; Professional Education; Second Language Instruction; Student Problems; Teacher Education; Teaching Methods; Technical Education; Tests; Textbooks; Tuition; Womens Education
IDENTIFIERS- *Pakistan

Government publications, monographs, and newspaper and journal articles dealing with education in Pakistan are cited in this annotated bibliography. All items included were published between January and March 1982. Entries are listed alphabetically under the following subject headings: administration, organization, and financing of education; educational planning; elementary and secondary education; examinations; extracurricular activities; health education; higher education; libraries; literature for children; medical education; professional education; students' problems; teachers; technical education; textbooks; women's education; general; and teaching of languages. The publication includes an author index. (LP)

ED 235 761 HE 016 748

Toombs, William
The Locus of Career Vitality. ASHE 1983 Annual Meeting Paper.
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Administrator Responsibility; College Environment; *College Faculty; Educational Research; Educational Responsibility; *Faculty College Relationship; Higher Education; *Individualism; *Organizational Development; Organizational Theories; *Professional Autonomy; *Teacher Morale; Teacher Role
IDENTIFIERS- *ASHE Annual Meeting

The context for considering faculty career vitality is addressed. It is suggested that the unit of study should be individual, and that both internal and external influences should be considered. A contrasting view is that the institution should be the unit of study. A Pennsylvania State University study revealed that faculty career decisions were made individually, and that the personnel policy and administration staff had little effect on choice. Another study, which considered professional collaboration among faculty and other practitioners, indicated that the quality of professional performance was linked to the individual professor, to small groups, and to a set of strongly held values. The views of Max Weber concerning bureaucratic organization, Clark Kerr's concept of the "multiversity," and the emphasis on assessing the institutional and systems level are considered. It is claimed that the institutional orientation is not oriented to the essential processes of learning. It is concluded that while the institutional view may be appropriate to research, it is inappropriate to an exploration of vitality, and that teachers face a tension between building and transmitting expertise in their field versus participating in the management and governance of the institution. (SW)

ED 235 775 IR 010 845

Alfian; And Others
Mass Media and Development in Indonesia.
Hawaii Univ., Honolulu. East-West Center.
PUB DATE- Jan 82
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Agriculture; Citizen Participation; *Developing Nations; *Mass Media Effects; Media Research; Programing (Broadcast); *Rural Development; Surveys; *Technological Advancement; Technology Transfer; *Telecommunications; *Television Viewing
IDENTIFIERS- *Indonesia

A large-scale pre-television benchmark survey was undertaken in five Indonesian provinces in 1976, prior to the launching of Indonesia's telecommunications satellite, to provide data for comparison with the results of a survey of the same villages to be carried out in 1982, 5 years after the introduction of television, to assess its long-term social impact on rural Indonesia. The focus of this research is how television contributes to the acquisition of knowledge and technology, new attitudes and behavioral orientations, new aspirations and role expectations, and to the adoption of agricultural innovations, health and hygienic practices, and community participation. This collection of technical reports is based on findings from the entire sample. Preliminary chapters cover the study setting, sample selection and rsearch methods, and provide an in-depth analysis of the use of mass media by the survey respondents. Remaining chapters then analyze the relationship between mass media usage and values and aspirations, economic behavior, knowledge of agricultural technology and adoption of innovative farming practices, knowledge and practice of family planning, adoption of new health practices, participation in community life, ethnic relations, and knowledge about development programs. A final chapter summarizes conclusions from the benchmark survey and assesses the impact which might be expected from television's advent. (LMM)

ED 235 819 IR 050 476

Cain, Anne; Zorbas, Elaine

The Pasadena Community and Its Information Needs: A Program for Pasadena Public Library Services. "... Essential to an Informed Citizenry ..."

Pasadena Public Library, CA.

PUB DATE- Apr 83

LANGUAGE- English

EDRS Price - MF01/PC14 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Research/Technical (143)

DESCRIPTIONS- Community Study; *Information Needs; *Information Services; *Library Planning; Library Surveys; Long Range Planning; *Master Plans; Needs Assessment; *Objectives; Policy Formation; *Public Libraries; User Satisfaction (Information)

IDENTIFIERS- *California (Pasadena)

In April 1981 the staff of the Pasadena Public Library in California began a 2-year study of the Pasadena community and its library operations in order to develop long and short range plans that match library services with changing community information needs. A 5-year plan was compiled with nine major goals related to developing a user-oriented library, increasing community awareness of library services, providing community information services, utilizing branch libraries as neighborhood information centers, enhancing the library's educational role in the community, exploring cooperative arrangements with other libraries and community organizations, incorporating new information technology in the library, developing library materials collections, and increasing staff productivity. Objectives and activity steps for implementing these goals were also developed. This document presents the library mission statement; its 5-year plan; extensive information on the Pasadena community and library system; and the results of a community analysis project which included a citizen's survey, community interviews, and a library user's survey. Appendices provide lists of community organizations interviewed by library staff and library staff participants in the community analysis project; demographic information; a copy of the Library Bill of Rights; tables of library statistics; and further data from the Pasadena citizen's survey. A 57-item bibliography is also provided. (ESR)

Johnson, Ian M.
Aspects of Education and Training for Librarianship and Information Work in Czechoslovakia. Report on a Visit, May 16-29, 1982.
PUB DATE- Sep 82
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Continuing Education; Distance Education; *Extension Education; Foreign Countries; Higher Education; *Inservice Education; *Library Education; Library Research; Library Schools; National Programs; *Professional Education; *Vocational Education; Vocational Training Centers
IDENTIFIERS- *Czechoslovakia

This report describes a study visit to Czechoslovakia by the Director of Liaison and Training Services at the College of Librarianship, Wales, in order to investigate Czech training and education of library staff at all levels, including library assistants. It is noted that visit objectives included the investigation of practical training integrated into formal educational programs; inservice training in libraries; continuing library education; and part-time courses, correspondence courses, and other methods of distance education. Background information is provided on the educational system, library services, and education for librarianship in Czechoslovakia. Reports are then presented on discussions held in: (1) library education departments at Charles University in Prague and Comenius University in Bratislava; (2) vocational secondary schools for librarians in Prague and Bratislava; (3) centers for research and methodology in librarianship at the Czech State Library, Matica Slovenska (the Slovak Cultural Center), and the Czech Academy of Sciences Central Library-Center for Scientific Information; and (4) the Institute for Continuing Education at the Center for Scientific, Technical, and Economic Information (UVTEI). Several course lists and course descriptions are provided as well as a series of conclusions from the visit. Appendices include the visit time schedule, a list of persons interviewed, and a list of publications received. (ESR)

ED 235 878 PS 013 828

Mandl, P. -E., Ed.
Community Participation: Current Issues and Lessons Learned.
United Nations Children's Fund, Geneva (Switzerland).
PUB DATE- 82
AVAILABLE FROM- UNICEF, Assignment Children, Palais Des Nations, 1211 Geneve 10, Switzerland ($8.00).
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTIONS- Annotated Bibliographies; Check Lists; *Community Involvement; *Economic Development; *Family Planning; Foreign Countries; Global Approach; Models; *Primary Health Care; *Social Change; Social Services
IDENTIFIERS- Africa; Caribbean; Latin America; UNICEF; United Nations Research Institute for Social Devel

The current state of knowledge about and experiences with community participation in worldwide developmental programs are examined in this journal issue. Specific topics addressed in part I include (1) reasons advanced in favor of community participation; (2) issues related to the implementation of primary health care programs and areas for further action; (3) constraints on popular participation in Africa and problems for priority attention; (4) the interpretation of the concepts of development and participation, current issues and dilemmas in theory and practice, and a model of tensions in developmental efforts; and (5) community participation in family planning programs. Contents of part II focus on the past experiences of UNICEF with community participation in basic service provision and with grassroots development efforts in Latin America and the Caribbean. Also included in the issue are research notes concerning power, conflict, and social change in the participation program of the United Nations Research Institute for Social Development, an annotated list and selected bibliography of articles on community participation, excerpts from and reviews of books on related topics, and a checklist for use in identifying participatory components of projects. (RH)

ED 235 893 PS 013 896

Blackwelder, David E.; Passman, Richard H.
Grandmothers' and Mothers' Rewarding and Punishing of Their Children.
PUB DATE- Aug 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Discipline; *Grandparents; *Mothers; Parent Child Relationship; *Punishment; *Rewards; Sex Differences; Stereotypes; *Young Children
IDENTIFIERS- Cross Generational Studies

To compare disciplinary techniques within families spanning three generations, 24 maternal grandmothers and 24 mothers independently selected rewarding and punishing consequences for their children's correct and incorrect responses on an age-appropriate learning task. The children's behaviors were experimentally controlled so that performances always appeared to worsen. As children's performance ostensibly declined from 80 to 50 percent "success," mothers and grandmothers increased both rewarding and punitive intensities. When success subequently decreased to 20 percent, mothers continued increasing rewards and punishments, but grandmothers' behaviors leveled off. Results extend earlier findings with mothers and their sons to mother/daughter and grandmother/grandchild disciplinary interactions. Overall, grandmothers' and mothers' discipline was more similar than different; however, despite the preponderance of similarities, differences that were found tended to favor the stereotype that grandmothers are more giving, less punitive, and more forgiving than are mothers. The intensities of both reward and punishment by grandmothers were related to their levels of involvement with their grandchildren. (Author/RH)

ED 235 908 PS 013 920

Oakes, Ruth; Quina, Katherine
The Impact of Gender and Role Perspective on Moral Judgment.

PUB DATE- 7 May 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Cognitive Ability; Cognitive Development; *Elementary School Students; Grade 3; *Identification (Psychology); *Moral Values; *Perspective Taking; Primary Education; *Sex Differences; Sex Role; *Value Judgment

A study was made of the effects of role perspective and gender on the moral judgments of children. Because they represent a transitional period in cognitive development from heteronomy to autonomy, a total of 25 male and 38 female third-grade students of approximately 9 years of age were selected for participation. The effect of perspective taking on moral judgment was measured by having subjects make judgments from their own perspectives as well as from the perspectives of their mothers and fathers. Since the literature indicates that moral judgment is influenced by sex-role identification and parent identification, measures were included to assess these dimensions. The major concern, however, was the examination of sex differences in moral reasoning. Each subject was given a series of three tests presented in random order: the Goodenough-Harris Drawing Test, Piaget's Moral Maturity Scale, and the Parent Identification Scale (a 23-item scale designed for the study and including questions about the child's favorite toys and best friends, the mother's and father's favorite items, and selected parent behaviors and characteristics). Results yielded no significant effect for gender on moral judgment at this age level. The effect of perspective on moral reasoning yielded significant results, with the highest moral judgment scores being obtained from the child's perspective. (Author/RH)

ED 235 924 PS 013 949

Brown, Elizabeth D.

Social Interactions of Preschool Hyperactive Boys.

PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Comparative Analysis; *High Risk Persons; *Hyperactivity; *Males; *Noise (Sound); Observation; *Parent Child Relationship; *Preschool Children; Preschool Education
IDENTIFIERS- *Social Interaction

Four questions guided this study of 11 noisy and/or overactive preschool boys: (1) Would children considered to be at risk for later diagnosis be more overactive than children who were not considered at risk? (2) How might parent/child social interchanges be categorized in a preschool population? (3) Would parent/child social interchanges be different for at risk children than they would be for controls? and, (4) Would parents in general attend more to noise than to overactive behaviors? To explore these questions, parents were observed for 30 minutes for indications of positive, negative, or unattending social interactions with their child. Note was taken of the child's appropriate or inappropriate motor activity. The child's negative, positive, or unattending social responses to the parent, as well as nonconversational sound made by the child, were noted. Selected from the same preschool population, 11 control subjects and their parents also were observed. Results indicated that the experimental children behaved no more inappropriately than did controls. Parents who were positive to their children tended to have children who were positive to them; inattentive parents tended to have inattentive children. Control parents and children were significantly more positive toward each other than were experimental parents. Experimental parents and children were significantly more inattentive than were controls. All parents were quite attuned to their children's noisy behavior. (Implications for hyperactivity research are pointed out.) (RH)

ED 235 952 RC 014 387

Valencia, Atilano A.
Psychological Perspectives in Second Language Development.
California State Univ., Fresno. School of Education.
PUB DATE- Oct 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Bilingual Education; Cognitive Development; Elementary Education; *English (Second Language; *Language Proficiency; *Limited English Speaking; *Non English Speaking; Psychology; *Second Language Instruction; Second Language Learning; Teacher Role; *Teaching Methods
IDENTIFIERS- Integrated Concept Language Development Approach; Natural Approach (Languages); Stimulus Response Reinforcement Approach

Four commonly used approaches to teaching English as a second language to limited English proficiency and non-English proficiency students have both advantages and disadvantages. The Natural Approach is based on children's acquisition of speech sounds and oral proficiency through spontaneous interaction in a natural environment. Although a natural environment is hard to duplicate in the classroom, teachers can approximate a natural setting with objects, plants, and stimuli corresponding to the children's developmental stages. The Stimulus-Response-Reinforcement Approach involves a structured and sequenced series of lessons enabling the teacher to model increasingly complex language elements. The teacher uses audio-visual aids and gestures as stimuli to elicit responses and extend immediate reinforcement. Critics call the approach structured, mechanical, and restrictive of natural oral expression. Advocates think it ensures appropriate second language progession and reduces frustration. The Integrated Concept-Language Development Approach helps students learn concepts concurrently with language. Although the teacher must maintain a balance between concept and language learning, the approach aids development in both areas. In the Eclectic Approach teachers who prefer a non-structured plan and are willing to plan carefully, select and apply elements of the other approaches to second language learning. (SB)

ED 236 036 SE 043 317

Gregory, Christopher A.

Calculators in the Elementary Mathematics Curriculum. An Annotated Bibliography.

Leeds Univ. (England). Centre for Studies in Science Education.

PUB DATE- Aug 81
AVAILABLE FROM- Centre for Studies in Science and Mathematics Education, University of Leeds, Leeds LS2 9JT ($2.25 pounds, 20% discount for 10 or more copies by surface mail).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTIONS- Annotated Bibliographies; *Calculators; Educational Change; *Elementary School Mathematics; Elementary Secondary Education; *Mathematics Curriculum; Mathematics Education; *Mathematics Instruction
IDENTIFIERS- *United Kingdom

This compilation of references on calculators covers the uses of calculators in the primary, middle, and lower secondary grades. It includes the greater part of the relevant literature available in the English language up to the summer of 1981. Selection of the American literature is rigorous, while the list of recent publications in the United Kingdom has been made as complete as possible. The annotations are designed to give a brief indication of the contents and possible significance of each publication. Chapters focus on general sources, calculator hardware and specifications, miscellaneous references, calculators in the curriculum, and research. (MNS)

ED 236 093 SO 015 091

Jelavich, Barbara
History of the Balkans: Eighteenth and Nineteenth Centuries. Volume 1. The Joint Committee on Eastern Europe Publications Series. No. 12.
American Council of Learned Societies, New York, N.Y.; Social Science Research Council, New York, N.Y.
SPONS. AGENCY- Office of Education (DHEW), Washington, D.C.
REPORT NO.- ISBN-0-521-27458-3
PUB DATE- 83
GRANT- G00-82-01046
AVAILABLE FROM- Cambridge University Press, 510 North Ave., New Rochelle, NY ($17.95 paperback, $49.50 hardback).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Historical Materials (060)
DESCRIPTIONS- Area Studies; Christianity; Culture Conflict; *European History; Foreign Countries; Imperialism; International Relations; Islamic Culture; Modern History; Modernization; Nationalism; Religious Conflict; Revolution; Social History
IDENTIFIERS- Albania; *Balkans; Bulgaria; Eastern European Studies; Greece; Hapsburg Empire; *National Development; Ottoman Empire; Rumania; Russia; Serbia; Transylvania; Wallachia; Yugoslavia

Designed as an introductory history, this book covers developments in the Balkan Peninsula from the 17th through the 19th centuries. Emphasis is placed on the process by which separate nationalities broke away from imperial rule, established independent states, and embarked on economic and social modernization. To establish perspective on the role of this area in world affairs, attention is directed to the interrelation of internal events and international conflicts. Following an introduction to major events through the 17th century are 2 parts, detailing historical developments in the 18th and 19th centuries. Part 1, subdivided into 3 chapters, covers the Balkans under the Ottoman empire, social and political events under the Hapsburgs, and a comparison of these 2 rules. Part 2 is divided into 4 chapters, each treating a particular stage in the 19th century development of national governments. These are: the first national revolutions; formation of governments in Serbia, Greece, Montenegro, the Danube, and Romania; events in areas still under Hapsburg domination; the wars of the latter part of the century; and an analysis of the overall movement. Numerous maps, illustrations, a 10-page bibliography, and an index are included. (LP)

ED 236 125 SP 023 010

Biles, Brenda L.; And Others
Educational Research and Dissemination Program. Training and Resource Manual.
American Federation of Teachers, Washington, D.C.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 82
GRANT- NIE-G-81-0021
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Classroom Research; Classroom Techniques; Educational Resources; Elementary Secondary Education; Group Activities; *Information Dissemination; Inservice Teacher Education; *Linking Agents; *Research Utilization; Teacher Associations; Teacher Effectiveness; *Teacher Participation; *Training Methods; Unions
IDENTIFIERS- American Federation of Teachers

The goal of the American Federation of Teachers (AFT) Educational Research and Dissemination Program was to establish a model for disseminating, to classroom teachers, research findings on classroom management and teacher effectiveness. This manual was designed for training local AFT union members: (1) to use the manual in their own teaching situations; and (2) to become trainers of other teachers or Teacher Research Linkers (TRLs). The first section describes program processes and methods of initiating the program in a local union. A general overview is provided of the roles of local leadership, local coordinators, and TRLs. The second section outlines the training process for TRLs and provides activities to develop their roles as disseminators. The section contains planning guides for holding both formal and informal group meetings with teachers and suggestions for working with school administration and local colleges, universities, and research facilities. The third section contains research training activities and interpretations of the meaning and potential application for classroom teachers of statistical data and significant relationships noted in research findings. Activities for both large and small groups are included. The remainder of the manual contains supplemental materials and additional resources. (JD)

ED 235 733 HE 016 713

Thomas, Gail E.; Gordon, Samuel A.
Evaluating the Payoffs of College Investments for Black, White, and Hispanic Students. Report No. 344.
Johns Hopkins Univ., Baltimore, Md. Center for Social Organization of Schools.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Jul 83
GRANT- NIE-G-83-0002
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Black Students; *College Choice; Comparative Analysis; *Educational Attainment; *Employment Level; Females; Higher Education; Hispanic Americans; Influences; Longitudinal Studies; *Majors (Students); Males; Occupational Aspiration; *Racial Differences; *Sex Differences; Two Year Colleges; Universities; White Students
IDENTIFIERS- *National Longitudinal Study High School Class 1972

The way that the educational and occupational attainment of Blacks, Whites, and Hispanics are affected by the type of college attended and the student's field of study was investigated. The effects of attending a two-year/vocational college versus a four-year college and of pursuing a technical or hard science program versus education and social sciences programs were assessed. The study group was a national sample of high school seniors who participated in the National Longitudinal Survey of the High School Class of 1972. Both college type and major had a significant effect on educational attainment, and college type had a small but significant effect on occupational attainment. Interactions of college type with race and sex were also found. College major significantly affected educational attainment of four-year colleges students versus a negligible effect for two-year students. Educational expectations had a stronger impact on educational attainment for Hispanics and Whites than for Blacks, and for females than for males. Educational attainment was the major determinant of occupational attainment for Blacks and Whites, while sex and educational expectations were the most important factors for Hispanics. Finally, college major had a significant effect on occupational attainment of females versus a negligible effect for males. (Author/SW)

ED 235 747 HE 016 727

Zemsky, Robert; Oedel, Penney
The Structure of College Choice.
College Entrance Examination Board, New York, N.Y.; Ford Foundation, New York, N.Y.
PUB DATE- 1 Oct 83
AVAILABLE FROM- College Board Publications, Box 886, New York, NY 10101 ($10.25).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- College Bound Students; *College Choice; *College Planning; Decision Making; *Declining Enrollment; Economic Factors; Educational Demand; Enrollment Trends; Higher Education; *High School Seniors; Marketing; Population Trends; *Public Policy; School Demography; *Student Recruitment
IDENTIFIERS- *Market Segmentation; *United States (East); United States (Mid Atlantic); United States (Northeast); United States (Southeast)

The collegiate options considered by more than one-half million high school seniors in the eastern third of the nation are analyzed, and perspectives are offered on enrollment planning. A framework for public and institutional policies is provided, along with a vocabulary to describe the actual workings of the higher education market. The origins and current applications of the Market Segment Model are also described. Attention is directed to how students in each segment differ and what makes high school seniors choose institutions close/far away. From the institutional point of view, consideration is given to colleges' competition for local/national students and a possible structure to competitive relationships. Policy dimensions addressed concern the way that demographics and the economy combine to establish the college participation rate. Finally, public policy initiatives are suggested that may ameliorate the negative aspects of institutional competition. Appended data cover the following: socioeconomic attributes in the Middle States and the South; New England, Middle States, and Southern markets; a discussion of the stability of market segment distribution; information on score submission and matriculation for the Scholastic Aptitude Test. (Author/SW)

Clay, Katherine, Ed.
Microcomputers in Education: A Handbook of Resources.
REPORT NO.- ISBN-0-89774-064-5
PUB DATE- 82
AVAILABLE FROM- Oryx Press, 2214 N. Central at Encanto, Phoenix, AZ 85004 ($18.50 per copy).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131) Reference Materials - Directories/Catalogs (132)
DESCRIPTIONS- Annotated Bibliographies; *Computer Assisted Instruction; Computer Literacy; Computer Managed Instruction; *Computer Programs; Evaluation Criteria; *Information Sources; Media Research; Media Selection; *Microcomputers; Publications; *Resource Materials; Teacher Education
IDENTIFIERS- *Computer Uses in Education; Software Evaluation

Designed to put educators in touch with the literature, people, and resources that will keep them informed of the current and future state of the art in computer education, this guide provides citations from 1976 through March 1982 compiled from computer searches of ERIC, Magazine Index, and Newspaper Index, and from manual searches of Education Index, Microcomputer Index, and the library and information files of the San Mateo Educational Resources Center. Each section begins with a brief introduction. Within each section, citations are arranged by document format: journal and newspaper articles, microfiche, documents, and books and reports. A list of acronyms is included. Individual chapters focus on the following topics: futures/trends, computer literacy, philosophy, classroom applications, management applications, selection/evaluation criteria, teacher/administrator education, research studies, home computers, and references/resources. An appendix lists additional information sources, and author and subject indexes are provided. (LMM)

ED 235 804 IR 050 460

Beverley, Barbara S.
Organizing the Special Library: Why and How.
PUB DATE- 79
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTIONS- Cataloging; Classification; Guidelines; *Information Services; *Information Sources; Library Extension; *Library Planning; Library Technical Processes; Needs Assessment; Policy Formation; *Program Development; *Program Implementation; Recordkeeping; *Special Libraries
IDENTIFIERS- Weeding (Library)

This paper describes procedures for establishing a special library in organizations where no such library previously existed. The role of the library in meeting organizational information needs and the reasons for setting up a special library are discussed. The paper then focuses on activities to be completed during a library planning process. Activities described include inventorying materials already purchased and scattered throughout the organization, analyzing proposed facilities, assessing organizational and prospective user needs, examining available information sources in relevant subject fields, developing a written statement of library purpose and objectives, researching methods of material storage and organization, determining the suitability of subject classification and cataloging systems produced by outside agencies (such as the Library of Congress and OCLC) versus systems developed in-house, and assessing sources of interlibrary loan material. Procedures for administering the library after it is established are also described, covering the areas of material selection and acquisition, weeding, library publicity and public relations, budget formulation, recordkeeping, and the collection of library statistics required for composing annual and other summary reports. (ESR)

ED 235 848 JC 830 461

Richardson, Richard C., Jr.
Future of the Open Door: A Presentation for ACCT.
PUB DATE- Oct 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Access to Education; *Community Colleges; *High Risk Students; *Minimum Competencies; *Open Enrollment; Remedial Programs; Student Placement; Two Year Colleges; Two Year College Students

The open door of the community college too often becomes a revolving door when student needs are not met and program quality decreases. Case studies highlight instances in which community colleges' open access policies, teamed with inadequate advising and hard-sell recruitment tactics, can frustrate the goal achievement of underprepared students. A response by community colleges to the issue of open access should resolve questions related to: (1) defining the competencies needed for a reasonable chance of success in each program offered; (2) assessing students to determine if they have the requisite competencies and to place them appropriately; (3) providing alternative programs for students lacking minimum competencies; (4) analyzing the length of time students must pursue remedial programs and other alternatives before they are told if they qualify for their first choice programs; (5) providing accurate information regarding pre-programs and chances of admission to programs of original choice; (6) offering skills programs to help improve student employability; and (7) obtaining adequate funding for services provided for underprepared students. Attempts to serve all students without regard to their preparation for the services offered increase the difficulty of providing the educational quality and depth needed by those with the ability to derive the maximum benefit from the community college. (LAL)

ED 235 863 JC 830 489

Smith, Eddie M.; And Others
A Study of the Roles and Missions of the Public Junior Colleges of the State of Mississippi.
Mississippi Junior Coll. Association, Jackson.
PUB DATE- 1 Nov 82
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- Academic Education; Access to Education; Administrator Attitudes; College Faculty; College Programs; *College Role; Continuing Education; *Organizational Objectives; Questionnaires; Remedial Instruction; State Surveys; Student Personnel Services; Teacher Attitudes; *Two Year Colleges; Vocational Education
IDENTIFIERS- *Mississippi

A study was conducted by the Mississippi Junior College Association to aid in the development of a statement of the role and mission of the state's junior colleges for the 1980's and beyond. From goal statements found in college catalogs and other documents, 41 were selected and grouped in broad functional categories (i.e., admissions/access, developmental/remedial, academic, vocational-technical, continuing education and special activities, student services, and general programs). An instrument, asking respondents to rank each goal statement in terms of "what is" and "what should be," was distributed to six targeted groups (i.e., college administrators, faculty, trustees, county supervisors, municipal officials, and state legislators). Based on responses from 92 administrators, 223 faculty, 121 trustees, 42 supervisors, 52 municipal officials, and 39 legislators, the study revealed that: (1) the total population felt that all but two goal statements were of average to high importance; (2) the top six goal statements on the "what is" basis were maintain tuition levels to allow access, provide university-parallel courses, provide vocational-technical courses, promote a positive image, cooperate for the transfer of credits, and provide open door admissions; and (3) the lowest rated goal statements related to advanced placement in technical, vocational, and academic courses; citizen involvement in planning; special interest courses; and student health services. The instrument is appended. (HB)

ED 235 938 RC 014 362

Compagnoni, Ezio
Case Study on Portuguese Culture in Cassis (France). The CDCC's Project No. 7.: "The Education and Cultural Development of Migrants".
Council for Cultural Cooperation, Strasbourg (France).
REPORT NO.- DECS/EGT-(83)-2
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Academic Achievement; Acculturation; Case Studies; Cultural Background; Cultural Context; *Cultural Education; Culture Contact; Curriculum Development; Elementary Education; Foreign Countries; Immigrants; *Language Maintenance; Migrant Children; *Migrant Education; Native Language Instruction; Native Speakers; Portuguese; *School Community Relationship; *Teacher Role
IDENTIFIERS- Cultural Maintenance; *France (Cassis); *Portugal

An experimental program financed by the Commission of the European Communities in two primary schools in Cassis, France, an area with a stable Portuguese immigrant population, involved intercultural education and the use of a Portuguese mother tongue teacher who served not only as a classroom teacher but also as a school-community liaison. The experiment operated on three levels. On the linguistic level, students discussed subjects from their intercultural classes to show that Portuguese could be used for subjects taught in the French educational system. On the intercultural level, the most important of the three, the mother tongue teacher evoked the students' country of origin through dialogue and through curricular activities relating to the local environment. On the social level, the most interesting of the three, the mother tongue teacher became a community focal point, serving as a social worker and school liaison for the Portuguese community. The experiment successfully created an appreciation of: the need for teachers to work as a group to develop teaching activities, the concept of cultural "discovery," the importance of school-community liaison and of opening the school to the community, and the pupil as focus of classroom communication. However, it did not completely solve the problem of Portuguese student underachievement. (SB)

R.S.V.P. Teacher-Coordinator Handbook.

PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Career Exploration; *Field Experience Programs; Grade 11; Grade 12; High School Students; *Participant Characteristics; *Prerequisites; Program Content; Program Evaluation; *Rural Education; Rural Youth; Secondary Education; Student Characteristics; Student Responsibility; *Teacher Responsibility; Urban Environment; Vocational Education; Vocational Maturity; *Work Experience
IDENTIFIERS- Alaska; *Rural Student Vocational Program AK

Alaska Teacher-Coordinators in the Rural Student Vocational Program (RSVP) should be familiar with activities necessary to insure proper selection of students and proper and meaningful work placement. In RSVP, students from outlying high schools travel to Anchorage, Fairbanks, or Juneau to participate in 2 weeks of work experience with cooperating agencies and businesses. Students receive no salary/stipend, but round-trip transportation, and room and board are furnished. Students' work is related to vocational courses offered in rural schools served by RSVP. Teacher-Coordinators' critical responsibilities are to learn RSVP rules and procedures; disseminate program information and evaluation forms to administrators, teachers, and parents; coordinate student selection and preparation; make sure all paperwork is completed and mailed; insure that students have proper clothes and papers before they leave; distribute student evaluations and participation certificates; and make school staff aware of students' RSVP experience. Participants should be juniors or seniors, 16 years old; enrolled in (or have completed) a course in their selected work area; interested in RSVP participation; positively motivated toward eventual full-time employment; and mature enough to adjust to an adult work atmosphere. Work experiences, student tasks, and skills needed are listed for horticulture, child care, fabrics, foods, building maintenance, drafting, mechanics, print shop, welding, accounting, and general office occupations. (MH)

ED 235 980 RC 014 423

Francese, Peter K.
Demographic Change and the Quality of Rural Schools.
PUB DATE- Jul 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Declining Enrollment; *Educational Trends; Elementary Secondary Education; Emotional Problems; Employed Parents; *Futures (of Society); One Parent Family; Population Distribution; Population Growth; *Population Trends; Rural Education; *Rural Population; *Rural Schools; School Closing; Social Change; Student Attitudes; Urban to Rural Migration
IDENTIFIERS- *New York

Demographic changes between 1970 and 1980 will affect New York rural schools in the 1980's. In the 1970's overall New York state population declined nearly 4% (about 700,000 persons), but rural areas gained about 100,000. Rural New York school districts now serve a population of about 2.5 million, a 5% increase since 1970. During the 1980's, Americans will continue to disperse into rural areas. The number of preschool children will increase (probably 5-10% in rural New York), but since the birth rate is at a record low, probably only modest increases in elementary school population will result. The number of teenagers is declining (probably by 25% in rural New York), which will mean fewer high school students and that some colleges located in rural areas will have difficulty surviving. A larger majority of the adult population and a larger fraction of the labor force are women, many of whom are single parents, so it will be harder to find school volunteers, and the need for after-school programs will be greater. The number of students may diminsh, but the number of students with emotional problems because of separation or divorce at home is likely to increase. (MH)

ED 236 008 SE 043 287

Osborne, Roger
Electric Current. Learning in Science Project. Working Paper No. 25.
Waikato Univ., Hamilton (New Zealand).
PUB DATE- Dec 80
AVAILABLE FROM- University of Waikato, Science Education Research Unit, Hamilton, New Zealand.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142) Reports - Research/Technical (143)
DESCRIPTIONS- Cognitive Processes; College Science; Comprehension; *Concept Formation; *Curriculum Development; Electric Circuits; *Electricity; Elementary School Science; Elementary Secondary Education; Higher Education; Interviews; Learning; Science Education; *Science Instruction; Scientific Concepts; *Secondary School Science
IDENTIFIERS- *Learning in Science Project; *New Zealand; Science Education Research

One area explored in the second (in-depth) phase of the Learning in Science Project was "children's science," defined as views of the world and the meanings for words that children have and bring with them to science lessons. The investigation reported focuses on the concept of "electric current" held by 43 elementary school pupils and 2 teachers college students. Data were obtained by the "interview-about-instances" procedure in which students were shown cards with diagrams which represented different instances and non-instances of the concept. Responses are presented, discussed, and analyzed in relation to: (1) scientific viewpoint of electric current; (2) non-scientific views, considering nature of electricity, current direction, and others; (3) where electric currents are found; and (4) influences of children's egocentric and human-centered viewpoints. A theoretical consideration of electrical current and implications for science instruction based on findings are included. Among the findings are those indicating that knowing/agreeing with statements (such as "In a metal an electric current is a flow of electrons.") may not substantially change a person's concept, and that many students associate presence/absence of electric currents with whether or not they can feel the current. (Interview cards used and summary of other research studies are included in appendices.) (JN)

ED 236 022 SE 043 301

Tasker, Ross; Osborne, Roger
Portraying Children's Classroom Experiences. Learning in Science Project. Working Paper No. 42.
Waikato Univ., Hamilton (New Zealand).
PUB DATE- 80
AVAILABLE FROM- University of Waikato, Science Education Research Unit, Hamilton, New Zealand.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142) Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Case Studies; *Classroom Observation Techniques; Cognitive Processes; Comprehension; Concept Formation; *Curriculum Development; Elementary Education; Elementary School Science; Interviews; Learning; *Research Methodology; Science Education; *Science Instruction; *Secondary School Science
IDENTIFIERS- *Learning in Science Project; *New Zealand; Science Education Research

The Learning in Science Project identified the learner as the key perspective for in-depth study into problems and difficulties in the teaching and learning of science at the 10- to 14-year-old level. Two complementary research foci were established to explore this viewpoint: (1) interviewing children using strategies designed to establish various meanings held for words used in science and to identify children's views of various phenomena and (2) observing typical science lessons in an attempt to better understand the nature of children's classroom experiences. This paper is particularly concerned with methodologies used to observe children at work in their science classrooms and to handle data collected from these observations. Strategies used include case studies of specific lessons (the single lesson portrayal) and classroom issues in typical science lessons. Unobtrusive observation was employed to record action, dialogue, and comments from students, teachers, and observers of four aspects of the single lesson (nature of lesson set, set task, and students' actions/thinkings). Observational mechanisms for classroom issues included developing a comprehensive strategy for obtaining/analyzing information on the activities/perceptions of a single observer and applying "grounded theory" strategies to the many lesson-records obtained. (A framework for analyzing lesson-records and selected extracts from observations illustrating the research methodology are included in appendices.) (JN)

ED 236 065 SO 014 950

Okuda, Shinjo

Improvement of Curriculum Standards in Japan - Revision and Enforcement of the Course of Study.

National Inst. for Educational Research, Tokyo (Japan).

REPORT NO.- NIER-01/83
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- *Academic Standards; Centralization; Comparative Education; Core Curriculum; *Curriculum Development; Curriculum Evaluation; Decentralization; Educational Administration; Educational History; Educational Improvement; *Educational Objectives; Educational Planning; *Educational Policy; Educational Practices; Elementary Secondary Education; Foreign Countries; Higher Education; School District Autonomy; State School District Relationship; Teacher Education
IDENTIFIERS- *Japan

The paper provides an overview of the educational system in Japan, focusing on revisions made since World War II to realize the national commitment to free, compulsory, and equal education. Efforts taken to balance nationally established academic requirements with local and regional needs are given special attention. The information is presented in six sections. The general organization and sequence of the national curriculum are established in section 1. Educational objectives are broken down for each of the following academic levels: elementary, lower secondary, upper secondary, and higher education. Charts included in this section show the average number of hours devoted to each discipline by grade level. To better understand the present Course of Study, section 2 outlines past measures taken to adapt Japanese education to changing socio-economic conditions. The four major curriculum revisions between 1947 and 1969 are detailed, noting rationale, objectives, and components of each. Sections 3 and 4 concern the present Course of Study, established in 1977. The text of this revision, which outlines the need to develop more independent thinking in a more humanistic academic environment, is paraphrased. The findings of a survey conducted by the Ministry of Education to determine how objectives of this program were being met are presented. The remaining two sections address procedures for implementing standard revisions at the local level, and descriptions of in-service training to ensure implementation. (LP)

ED 235 994 SE 041 713

Kessens, Rosanne

Themes.

North Dakota Univ., Grand Forks. Center for Teaching and Learning.
PUB DATE- Oct 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Collected Works - Serials (022)
DESCRIPTIONS- *Art Activities; Elementary Education; Integrated Activities; *Interdisciplinary Approach; *Outdoor Activities; Science Activities; *Thematic Approach
IDENTIFIERS- PF Project; *Webbing

The process of "webbing" is described as a valuable technique for organizing teaching activities around a theme. Two examples are illustrated using the broad topics of "change" and "fall." Suggestions are made for carrying out the fall theme by taking children on outdoor walks for the purpose of observing, examining, and collecting materials from nature. Activities involving the study of leaves, trees, seeds, and grasses are described. Instructions are provided for 12 follow-up art activities which use the natural materials collected on the walks. (JW)

Hersberger, Rodney M.

Building Renovation in ARL Libraries. SPEC Kit 97.

Association of Research Libraries, Washington, D.C. Office of Management Studies.
PUB DATE- Sep 83
AVAILABLE FROM- Systems and Procedures Exchange Center, Office of Management Studies, Association of Research Libraries, 1527 New Hampshire Ave., Washington, DC 20036 ($7.50 per copy for members; $15.00 per copy for nonmembers).

LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020) Reports - General (140)
DESCRIPTIONS- *Academic Libraries; Building Design; *Facility Expansion; *Facility Improvement; Facility Requirements; Higher Education; *Library Facilities; *Library Planning; Library Surveys; *Research Libraries; Storage

This collection of library documents related to building renovation, by members of the Association of Research Libraries (ARL), contains excerpts from: (1) a plan for upgrading and expanding library facilities at the University of Kansas; (2) a report on storage facilities at Rutgers University; (3) documents presenting the essential remodeling rationale for public service space requirements and library design considerations at Iowa State University, and an accompanying speech by W. Robert Parks on the lack of sufficient library space at Iowa State University; (4) reports on the architectural and engineering firm selection process and the library building program requirements at the University of Oklahoma; (5) proposals for library minor capital improvement projects at the University of California, Riverside; and (6) a draft planning report for library alterations from the University of Cincinnati, with a brief accompanying analysis of patron needs and a public services flow chart. A concise summary of issues and trends presents the results of a telephone survey of nine libraries, which was conducted to ascertain their management of; the perceived need for; and the amount of library director, staff, and user involvement in renovation projects. A five-item bibliography and an evaluation sheet for this ARL Systems and Procedures Exchange Center (SPEC) kit are also provided. (ESR)

ED 235 879 PS 013 829

UNICEF Annual Report 1983.
United Nations Children's Fund, New York, N.Y.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Children; Foreign Countries; Health Education; *Health Needs; *Health Services; *Immunization Programs; Nutrition; Nutrition Instruction; *Primary Health Care; Special Health Problems
IDENTIFIERS- UNICEF

In introducing this annual report, the executive director of UNICEF delineates the four techniques for primary health care and basic services reported in the publication "State of the World's Children, 1982-1983." The ensuing review of UNICEF's activities illustrates highlights of the year's program cooperation, including trends and key events, by providing specific program profiles from different countries. In a discussion of child health and nutrition, the role of Zimbabwe's village health-work trainers is emphasized. Bangladesh, the Philippines, and Indonesia are highlighted in discussions of oral rehydration, immunization, breast-feeding, and children's growth. Other basic services for children described include clean water and sanitation in Mozambique, formal and nonformal education in India, urban basic services in Haiti, and women's activities in Indonesia. Childhood disabilities and appropriate technology are also briefly mentioned. Program support activities undertaken in Jamaica and Pakistan are described along with Lebanon's emergency relief and rehabilitation programs. Maps of UNICEF in action illustrate program commitments in the developing world, including governmental contributions. UNICEF's finances (income, commitments, and expenditures for the year) are depicted in a table and charts. An overview of UNICEF's philosophy, policies, methods of program cooperation, and supporting activities is also provided. (BJD)

ED 236 037 SE 043 319

Kolb, James A.
Marine Biology and Oceanography, Grades Nine to Twelve. Part I.
Educational Services District 114, Marine Science Center, Poulsbo, WA.
SPONS. AGENCY- Washington Office of the State Superintendent of Public Instruction, Olympia.
PUB DATE- 79
AVAILABLE FROM- James A. Kolb/Marine Science Center, 17771 Fjord Drive, NE, Poulsbo, WA 98370 ($25.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Earth Science; Environmental Education; High Schools; *Marine Biology; *Marine Education; *Oceanography; Physical Environment; Pressure (Physics); *Science Activities; Science Education; *Secondary School Science; *Water; Water-Resources
IDENTIFIERS- *Tides

This unit, one of a series designed to develop and foster an understanding of the marine environment, presents marine science activities for students in grades 9-12. The unit, focusing on physical factors influencing life in the sea, is divided into sections dealing with: (1) the ocean floor; (2) tides; (3) ocean waves; (4) ocean currents; (5) pressure; and (6) sea water. Each section has a student text (including several readings from "Scientific American") with related activities. Each student text is preceded by a teacher background section containing hints on how to use the section, additional information, and items requiring advanced planning. Each activity is also preceded by a teacher background section providing additional information about the activity, including teaching hints and answer key for activities. Important vocabulary words/terms are listed in the teacher background sections; they are also underlined in the student text. Activities are designed to enhance reading as well as investigational skills; several activities provide practice in mathematics skills. Although all activities can be modified to suit individual needs or be used "as is," it is strongly recommended that they be performed along with the readings/discussions found in student text material. (JM)

ED 236 051 SE 043 393

Lukco, Bernard J.; Ellis, Richard A.

A Collection of Ideas and Materials for Public Participation. Water Quality Instructional Resources Information System. Monograph Series: Public Participation.

Ohio State Environmental Protection Agency, Columbus.; Ohio State Univ., Columbus, Ohio. Information Reference Center for Science, Mathematics, and Environmental Education.

SPONS. AGENCY- Environmental Protection Agency, Washington, D.C. Office of Water Programs.
PUB DATE- Dec 82
GRANT- T-901184-01-0
AVAILABLE FROM- EPA Instructional Resources Center, 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 ($10.00).
LANGUAGE- English
EDRS Price - MF01/PC15 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reference Materials - General (130)
DESCRIPTIONS- *Citizen Participation; Community Coordination; *Decision Making; Environmental Standards; Evaluation Methods; *Group Dynamics; *Information Dissemination; *Instructional Materials; Land Use; Media Selection; Postsecondary Education; Program Development; *Public Policy; Training Methods; Water Quality; Water Treatment

This 11-part monograph is designed to assist individuals in selecting appropriate citizen participation methods and in developing a better understanding of the decision-making process. The first section offers an historical perspective of public participation and defines its current status. The next seven sections present several techniques/methods related to public participation. Selected units from diverse sources are included to indicate types of information which are readily available as well as to present information on specific topics. Subjects include a definition of public participation, methods of transferring technical information, establishing community relations, using the media, consultation methods, group interaction techniques, and evaluation/analysis methods. Skills and knowledge required of public participation coordinators are also demonstrated. Since the quality of public participation efforts may be determined by comparing current plans with previous efforts, case studies of citizen involvement programs that have been successful (as well as those that did not meet their goals) are presented in the next section. United States Environmental Protection Agency regulations and strategies regarding public participation and a listing of documents and other resources available for public participation coordinators and others to use to increase their awareness about citizen participation are presented in the final two sections. (JN)

ED 236 080 SO 015 065

Lefebvre, Sue
Hermosillo from A to Z.
REPORT NO.- ISBN-0-9608702-0-2
PUB DATE- 82
AVAILABLE FROM- Shared Care, 6102 N. 14th St., Phoenix, AZ 85014 ($14.00; libraries and schools, $11.20).
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Area Studies; Cross Cultural Studies; Elementary Education; Instructional Materials; Interdisciplinary Approach; Learning Activities; *Social Studies; Units of Study
IDENTIFIERS- Arizona (Phoenix); *Mexico (Hermosillo)

Teaching materials for a comprehensive and integrated study of Mexico at the elementary level are presented. Emphasis throughout is on developing cross-cultural comparisons between Hermosillo and its sister city, Phoenix, for whom the program was created. Mexican geography, history, current events, politics, art, entertainment, education, people, language, resources, and food are examined in 29 units, which are arranged alphabetically by title of their lead story. The format throughout is the same. In each lesson one or more high interest stories convey essential information, and a set of learning activities measure understanding and application of this knowledge. To maintain student attention, stories are presented in a variety of forms, such as news articles, biographies, legends, and advertisements. Varied activities include assignments such as word games, map exercises, drawing, and reports. Active, hands-on projects are emphasized. Students are challenged to survive the desert, develop a TV show, participate in field trips, conduct interviews, and cook meals. Effort is made in all activities to incorporate interdisciplinary skills, and each unit is keyed to Arizona basic skills guidelines. Answer keys, an appendix comparing American-Mexican history, and an 11-page bibliography are included. (LP)

ED 236 109 SP 022 419

Saunders, Robert Ronald; Watkins, J. Foster
Teacher Burnout/Stress Management: An Exploratory Look in an Urban School System in Alabama.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Coping; Elementary School Teachers; Elementary Secondary Education; Secondary School Teachers; *Stress Management; *Stress Variables; *Teacher Attitudes; *Teacher Burnout; Teacher Morale; Teaching Load; Urban Schools
IDENTIFIERS- *Alabama (Huntsville); *Teacher Stress

Studies have indicated that teacher stress is a major occupational hazard of teaching. Little system research attention, however, has been focused upon concern to this point in Alabama. Through use of questionnaires, an effort was made to document the current status of the teacher stress/burnout phenomena in an Alabama setting and explore the relationships among occupational stress, responses to stress, and selected personal and situational variables of classroom teachers. The study was conducted in Huntsville City, Alabama and included 573 subjects. Three instruments were used for the study: (1) a demographic questionnaire; (2) the Teacher Occupational Stress Factor Questionnaire; and (3) the Personal Lifestyle Survey. The study found that teachers in Huntsville were operating under some degree of occupationally related stress and that teachers' general responses to stress and occupational stress were related. Results indicated that teachers' responses to high occupational stress tended to be more maladaptive than adaptive. Perceptions of inadequate planning/preparation time and a general feeling of "never catching up" were identified as significant stressful elements. The profile of a teacher with high stress tendencies, based on study data, is presented, as are multiple recommendations for use of study instruments and data. (JMK)

ED 235 762 HE 016 749

Leonard, W. Patrick
A Review of Selected Arbitration, Promotion, Retention and Tenure Decisions.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- *Arbitration; Collective Bargaining; Contracts; *Employment Practices; Evaluation Criteria; Faculty Evaluation; *Faculty Promotion; Higher Education; *Personnel Policy; Retrenchment; Teacher Effectiveness; *Teacher Persistence; Teacher Qualifications; Teacher Selection; *Tenure

The use of arbitration to resolve faculty appointment, retention, promotion, and tenure disputes is addressed, based on a review of specific university arbitration decisions. The arbitration literature reveals that faculty employment status decisions are made almost exclusively with reference to academic judgment. Attributes that are frequently examined include level and appropriateness of academic preparation, professional experience, evidence of research and scholarship, teaching competence, professional demeanor, and service to institution and community. Additionally, program needs and fiscal constraints have been considered in personnel decisions. Some collective bargaining agreements foreclose external arbitration in matters involving academic judgment, while some contracts contain clauses exempting decisions based upon academic judgment from arbital judgment. However, procedural grievances have been employed as a means of attacking the underlying academic judgment issues. It is concluded that the concern over the intrusion of an outside influence into the domain of academic judgment does not appear to be supportable and that arbitration has encouraged all parties to be aware of the procedural steps specified in the contract. (SW)

ED 235 776 IR 010 849

Pigozzi, Mary Joy

A Report of Progress. Annual Report of the NFE Network Project: Operating a Clearinghouse on NFE Information (September 1981-August 1982) and Semi-Annual Reports of the NFE Network Project: Providing Technical Assistance in Creating LDC National/Regional Information Centers (September 1981-February 1982; March 1982-August 1982).

Michigan State Univ., East Lansing. Non-Formal Education Information Center.

SPONS. AGENCY- Agency for International Development (IDCA), Washington, DC.
PUB DATE- Jun 83
CONTRACT- AID/DSPE-C-0046
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Developing Nations; Foreign Countries; *Information Centers; Information Dissemination; *Information Services; *Nonformal Education; Program Implementation; *Technical Assistance
IDENTIFIERS- Colombia; Ivory Coast; *Michigan State University; Philippines

This report describes the clearinghouse activities of the Non-Formal Education (NFE) Information Center from September 1981 through August 1982 and details efforts to strengthen the capacity of selected NFE resource centers in Africa, Asia, and Latin America. It first addresses the decision to extend the NFE Network Project, and then turns to the continued operation of a clearinghouse for user-oriented information and knowledge-building related to nonformal education and development. A summary of activities related to evaluation of the Center's work is included. A discussion of the center's work in providing technical assistance towards creating national/regional NFE information centers in developing areas focuses on Michigan State University's (MSU) assistance to NFE/WID resource centers in Colombia, the Ivory Coast, and the Philippines, and describes each center's program in relation to its formal collaborative agreements with MSU. Observations and recommendations are followed by appendices containing an NFE Center visitor list, information regarding the publication of The NFE Exchange, illustrative letters concerning financial support for The NFE Exchange, and Activity Agreements Nos. 5-8 with the Institut Africain pour le Developpement Economique et Social-Documentation. (LMM)

ED 235 791 IR 010 867

Haughey, Margaret

Teaching and Learning via Interactive Satellite--A Janus View.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Communications Satellites; Curriculum Design; *Design Requirements; *Distance Education; Educational Television; *Feedback; Foreign Countries; Higher Education; Intermode Differences; *Student Teacher Relationship; *Teaching Methods; Television Teachers
IDENTIFIERS- *Canada; Interactive Systems; University of Victoria (British Columbia)

Since 1978, the University of Victoria has offered courses to students in British Columbia, using an interactive satellite delivery system. During that time both the system and the course design have become more sophisticated. Principles underlying program design include focusing on the learner and communication with learners, and basing televised segments on instructional rather than broader educational guidelines. Teaching and learning theories that guide the instructor are stressed as well as the usual principles of distance education course design. Student interaction is planned much more specifically than in a face-to-face classroom. Conclusions concerning communication via interactive satellite include the observation that interactions between instructor and student are more serious, deal with administration or course matters, are student controlled and non-continuous, and are based on the concept of the instructor as a content expert rather than on instructor personality or rapport with the class. Teaching via interactive satellite may require a re-examination of one's views of teaching and learning because of the frustration that can be created by a lack of sufficient knowledge of teaching, language, and communication theories, and because of the constraints imposed by the television medium. This report lists eight references. (Author/LMM)

ED 235 820 IR 050 478

Martinsson, Anders
Guide for the Preparation of Scientific Papers for Publication. Second Edition.

United Nations Educational, Scientific and Cultural Organization, Paris (France). General Information Programme.
REPORT NO.- PGI-83/WS/10
PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTIONS- *Abstracting; Citations (References); *Editing; Guidelines; Illustrations; *Research Reports; *Standards; Tables (Data); *Technical Writing
IDENTIFIERS- *Writing for Publication

Updating a 1968 publication, this document presents rules and explanatory comments for use by authors and editors involved in the preparation of a scientific manuscript for professional typesetting prior to publication. It is noted that the guidelines should also be useful for authors producing camera-ready typescript with word processing techniques. Two categories of papers (original scientific and review papers) are identified, and the abstracting and indexing of primary publications is mentioned. It is noted that manuscripts should not be submitted for duplicate publication or duplicate consideration for publication. The component parts of a manuscript are identified as the title, abstract, keywords, main text, summary, and reference list; and brief guidelines on the production of these sections are given. Further guidelines cover style of presentation, citations and bibliographical references, bibliographical identification of serials, preparation of the author's abstract, use and explanation of new terminology and nomenclature, preparation of tables and illustrations, and the physical form of manuscripts for submission. Additional recommendations to editors and a list of international standards concerned with scientific publications are also provided. (ESR)

Schaefer, Earl S.; And Others
Childrearing and Child Development Correlates of Maternal Locus of Control.
SPONS. AGENCY- National Inst. of Child Health and Human Development (NIH), Bethesda, Md.; National Inst. of Mental Health (DHHS), Rockville, MD.
PUB DATE- Aug 83
GRANT- NICHD-1-R01-HD9003; NIMH-MH35253
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Academic Ability; *Child Rearing; *Children; Demography; Interviews; *Locus of Control; Longitudinal Studies; Low Income Groups; *Mother Attitudes; *Mothers; Observation; Parent Child Relationship; Predictor Variables; Rating Scales

A longitudinal study tested the hypotheses that in relation to parents with an external locus of control, parents with an internal locus of control: would have a higher level of mother-infant interaction, would have more self-directing and less conforming values for children, and would have children who showed more academic competence. The initial sample consisted of 321 low-income women; all mothers were interviewed during the third trimester of pregnancy, and approximately 83 percent were interviewed at 4- and 12-months following birth. During the children's kindergarten year, interviews were completed with 233 mothers. A locus of control scale was included in interviews conducted during pregnancy, at 4 and at 12 months, and during the kindergarten year. Mothers were observed in child care situations during 4- and 12-month sessions and were rated on an attachment inventory. During 12-month and kindergarten interviews, maternal childrearing values and beliefs were measured on a version of Kohn's (1977) rank-order instrument of parental self-directing versus conforming values for children; and maternal beliefs about childrearing and education were measured on the Parental Modernity Inventory. The Classroom Behavior Inventory was used to collect teacher ratings of child academic competence and social adjustment at the end of the kindergarten year. Results indicated that maternal demographic variables, maternal locus of control, and maternal childrearing variables were intercorrelated predictors of child academic competence. (RH)

ED 235 909 PS 013 921

Beard, Natalie K.
Instructional Implications of WPPSI Subtests for the Early Childhood Educator.
PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Early Childhood Education; *Elementary School Teachers; *Preschool Teachers; *Student Evaluation; *Test Interpretation
IDENTIFIERS- *Wechsler Preschool Primary Scale of Intelligence

To aid preschool and primary teachers, the Wechsler Preschool and Primary Scale of Intelligence (WPPSI) is reviewed from the perspective of the early childhood educator. First, a brief annotated bibliography of literature focusing on clinical and educational uses of the WPPSI is provided. The bibliography is followed by a review of basic statistical concepts and assessment techniques. A table illustrates interpretive rationales and implications of high and low scores for 11 WPPSI subtests, briefly describing instructional implications. (RH)

ED 235 925 PS 013 950

Jacobs, Janis E.; Eccles, Jacquelynne

Science and the Media: Benbow and Stanley Revisited.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- High School Students; Junior High School Students; *Mass Media Effects; *Mathematics Achievement; Media Research; *Parent Attitudes; Questionnaires; *Sex Differences; *Sex Stereotypes; Surveys

The popular media extensively covered Benbow and Stanley's (1980) reported finding of a major sex difference in mathematical reasoning abilities among gifted seventh-grade students. The purpose of this study was to assess the impact of that media campaign on parents' beliefs regarding their sons' and daughters' math aptitudes. Two sets of parental beliefs were studied: (1) parents' beliefs about the mathematical abilities of their own children, and (2) parents' general stereotypes about sex differences in mathematical ability. A sample of predominantly middle-class parents had responded to questionnaires in the spring of 1979 and 1980. Approximately 3 months after the media campaign, a third questionnaire was sent to a subsample of 250 parents with children in the seventh, ninth, and eleventh grades. Included in the survey was a question describing the media coverage of the research and asking whether the respondent had heard about it. Approximately one-quarter of the parents were aware of the study. Results indicated that exposure to the media reports of the Benbow and Stanley study did affect parents' attitudes. As predicted, exposure had its largest impact on mothers of daughters and fathers of sons. Both became more stereotyped in their beliefs. Unexpectedly, media exposure also had a positive effect on fathers of daughters; whereas the attitudes of fathers unexposed to the media campaign became more sex stereotyped than before, fathers exposed to the campaign thought their daughters had slightly more ability than they had previously believed. (RH)

ED 235 953 RC 014 388

Model Child Care Licensing Standards for Indian Reservations.

Southwest Educational Development Lab., Austin, Tex.
SPONS. AGENCY- Office of Child Development (DHEW), Washington, D.C. Day Care Services Div.
PUB DATE- 30 Sep 76
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Agency Cooperation; American Indian Education; *American Indian Reservations; *Certification; *Day Care Centers; Federal Indian Relationship; *Models; *Preschool Education; Self Determination; *Standards; Tribal Sovereignty

A grant to develop a model child care licensing code for Indian reservations gave Southwest Educational Development Laboratory a chance to determine whether realistic licensing standards were possible for reservation child care programs. Beginning in 1976, a task force composed of 14 federal and tribal representatives drafted licensing standards for centers providing early childhood day care. The standards, which contained both training and site operation codes, were tested at an Office of Indian Education meeting and on existing reservation buildings and programs. The training segment received generally positive responses, but the site testing was unsuccessful due to tribal schedules and test cost underestimation. The greatest problems with the grant project arose from staff turnovers, the question of Indian involvement in standards development, and the difficulty of presenting licensing standards to tribal officials. Recommendations included fully testing the standards, developing comparable standards for infant and home-based care, and educating tribal officials about licensing. The proposed standards covered the basic items necessary for the safety and protection of children, day care operations, and staff. Areas to be regulated included: basic program administration, health requirements, building and vehicle regulations, safety and sanitation, staff and training requirements, and education. (SB)

ED 235 995 SE 041 714

Christman, Elizabeth Ann
Our Class as an Icosahedral Community.
PUB DATE- 16 May 83
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Art Activities; Course Descriptions; Elementary Education; *Geometry; Integrated Activities; *Interdisciplinary Approach; *Language Arts; Multicultural Education; Self Evaluation (Individuals); Self Expression; *Social Studies; Teaching Methods; Units of Study; *Visual Arts
IDENTIFIERS- PF Project

Multicultural study, visual and language arts, social studies, and geometry are integrated into this 2-month unit for the elementary classroom. The unit is divided into 3 segments, centering around the creation of a class icosahedron in which each of the shape's 20 faces represents 1 class member. Actual construction of the icosahedron constitutes the first segment of the unit. For this assignment, each student is required to bring pictures or personal items from home and arrange these on a triangle which will be his contribution to the icosahedron. The second segment contains a set of follow-up activities designed to analyze information collected in the icosahedron. Some of the activities recommended are discussion of student-teacher and student-class relationships and an examination of the role of the individual in the community. The final segment of this unit is a supplemental project in which students write self-portraits and biographies. For each segment, materials, detailed directions, relevant discussion topics, and suggested readings are outlined. Methods for evaluating the unit, such as student-teacher conferences and end unit games are recommended. An appendix offers a sample letter to parents explaining the unit. (LP)

ED 236 094 SO 015 092

Jelavich, Barbara
History of the Balkans: Twentieth Century. Volume 2. The Joint Committee on Eastern Europe Publication Series. No. 12.
American Council of Learned Societies, New York, N.Y.; Social Science Research Council, New York, N.Y.

SPONS. AGENCY- Office of Education (DHEW), Washington, D.C.
REPORT NO.- ISBN-0-521-27459-1
PUB DATE- 83
CONTRACT- G00-82-01046
AVAILABLE FROM- Cambridge University Press, 510 North Ave., New Rochelle, NY ($17.95 paperback, $49.50 hardback).
LANGUAGE- English
EDRS Price - MF02 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Historical Materials (060)
DESCRIPTIONS- Area Studies; Authoritarianism; *Communism; Comparative Analysis; Cultural Influences; *European History; Foreign Countries; International Relations; Modern History; *Modernization; Political Influences; Revolution; Social History; World History
IDENTIFIERS- Albania; *Balkans; Bulgaria; Cold War; Eastern European Studies; Germany; Greece; Hapsburg Empire; Hungary; Macedonia; Montenegro; Ottoman Empire; Rumania; Serbia; Soviet Studies; Transylvania; USSR (Russia); World War I; World War II; Yugoslavia

Principal issues in the 20th century development of the Balkan Peninsula are discussed in this introductory history text. Three themes--national rivalries, great power interference, and the economic, social, and political problems of modernization--are given special emphasis. An overview of 18th and 19th century history precedes the two major sections. Part 1, covering the years from 1887 to 1941, contains 6 chapters. The national monarchies of Romania, Serbia, Montenegro, Bulgaria, and Greece are reviewed in chapter 1, with special consideration of the "Europeanization" of these states. Chapters 2 and 3 focus on the Austro-Hungarian and Ottoman Empires, respectively. Chapters 4 through 6 treat significant events from World War I to the outbreak of World War II. Both internal developments--social and political trends--and external influences--increasing Soviet and German pressure--are detailed. Part 2 examines World War II and the post-war period, emphasizing communist developments in the area. Chapter topics are: the Balkans in World War II, adjustments immediately following the war, a comparison of existing communist regimes, and an analysis of the Greek model of government. The book includes maps, a thirteen-page bibliography, and an index. (LP)

ED 236 126 SP 023 037

Watson, Darlene J.
Making Change...

PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Information Analysis/State-of-the-Art Materials (070) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Admission Criteria; Beginning Teachers; *Developmental Stages; Educational Change; *Educational Needs; Educational Research; Extended School Year; Higher Education; *Neurological Organization; *Teacher Education; *Teacher Education Curriculum; Teaching Methods

Since the brain is generally thought to be the "center of learning," having a working knowledge of its functions is essential to effective teaching. In light of this, the "neuroeducator," as defined by researchers, provides a framework for reviewing areas of teacher education in need of observation, remediation, and reconstruction. To support necessary changes, teacher training institutions might want to become more selective and only accept into their programs the top 2 to 16 percent of national academic achievers. Also, educational training programs should include basic anatomy and biological sciences as requisite coursework, making an understanding of the neurological system a must. Another aspect to be considered is curriculum design in terms of matching prescribed educational requirements commensurate with the developmental levels identified and verified by research data. In addition, teacher candidates could enter the job market as teacher-assistants, following completion of a basic program including elements similar to those outlined for the "neuroeducator," and provisions should be made for refresher and specialization courses for inservice teachers. Recommendations should also be made for extending the school year and altering the composition of school boards to include more parents and professional educators. (JD)

ED 235 734 HE 016 714

Young, Raymond J.; McDougall, William P.
Relationships of Selected Factors to Summer Session Organizational Structure.
Washington State Univ., Pullman.
SPONS. AGENCY- North American Association of Summer Sessions, St. Louis, MO.; Western Association of Summer Session Administrators.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- *Administrator Responsibility; *College Administration; *Comparative Education; Enrollment Trends; Financial Support; Full Time Equivalency; Higher Education; *Organizational Change; Program Administration; Questionnaires; *School Organization; School Size; School Surveys; State Universities; *Summer Schools
IDENTIFIERS- Canada; United States

Patterns of organization for summer schools were examined for 55 American and seven Canadian public four-year colleges and universities, including research universities, doctorate-granting universities, and comprehensive universities and colleges. Relationships between organizational structure and the following factors were assessed: institutional size, type of institution (Carnegie classification), and career patterns of summer school administrators. In addition, attention was directed to new or planned changes concerning the following: responsibility for management of summer schools, sources and amounts of financial support, internal organization, number of full-time-equivalent credit hours generated by summer school enrollments, and numbers of credit generating educational activities offered on campus. The effect of organizational and administrative changes on staff morale was considered, and information was obtained on the type of top-level organizational structure used for summer sessions, and the functioning of the summer session office with regard to the academic program. A literature review, recommendations for additional research, list of participating institutions, and a questionnaire are included. (SW)

ED 235 748 HE 016 728

Myers, Michael M., Comp.
Comparative Information on Higher Education, 1983.
Southern Regional Education Board, Atlanta, Ga.
PUB DATE- Oct 83
AVAILABLE FROM- Southern Regional Education Board, 1340 Spring Street, N.W., Atlanta, GA 30309.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- College Students; Comparative Analysis; *Degrees (Academic); Educational Testing; *Enrollment Trends; Fees; Full Time Equivalency; Geographic Regions; *Higher Education; In State Students; Medical Schools; Out of State Students; Professional Education; Resource Allocation; *State Aid; *Teacher Salaries; Test Results; *Tuition
IDENTIFIERS- *United States (South)

Comparative higher education data for 1982-1983 are provided for the 14 Southern Regional Education Board (SREB) states. Brief narrative summaries are also included for each of the following topics: state appropriations, tuition and fees, faculty compensation, enrollment, degrees awarded, health professions education, and student testing results. Information is included on: percentage increase in appropriations of state funds for operating expenses in the United States and SREB states, 1973-1974 and 1981-1983; appropriations per full-time-equivalent (FTE) student for public institutions, by state; median annual tuition and required fees for resident and nonresident undergraduate and graduate students by type of public institution for SREB states, 1982-1983; average salaries of full-time faculty by rank for public doctoral, master's, and baccalaureate, and associate degree institutions, for SREB states; FTE undergraduate and graduate enrollments; degrees awarded by level and field nationally and for SREB states; first professional degrees awarded in selected fields; health education headcount enrollment; enrollments of new entrants to medical schools; tuition and fees by specific medical schools in SREB states; high school graduation requirements; and tests/scores used for teacher testing for certification and performance assessment. (SW)

ED 235 805 IR 050 461

Winter, Michael F.
The Professionalization of Librarianship. Occasional Papers Number 160.
Illinois Univ., Urbana. Graduate School of Library and Information Science.
PUB DATE- Jul 83
AVAILABLE FROM- Publications Office, Graduate School of Library and Information Science, University of Illinois, 249 Armory Bldg., 505 E. Armory Street, Champaign, IL 61820 (single copies, $3.00; year's subscription, $12.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Information Science; Library Associations; Library Education; *Library Science; *Models; *Professional Autonomy; *Professional Occupations

This paper briefly reviews the origins of the modern professions and examines in detail three sociological models of the professions and the professionalization process, in each case supplying indications of relevance to the library field. Models discussed include the trait or attribute, the functional, and the power or occupational control models of professionalization. The paper reviews the strengths and weaknesses of each of these sociological approaches in understanding the development of the library occupation. Incidental attention is also paid to the general family of information- and knowledge-treating occupations (publishing, archival management, and information science), and to librarianship's position in this group. The nature of library work and the implications of the American Library Association's (ALA) position on library education and manpower are discussed. William J. Goode's assertion that librarianship is not a profession is analyzed and refuted. The paper concludes by presenting a composite model for the library profession, suggesting that professional schools combined with a knowledge base comprise the institutionalization of the profession and that the combination of institutionalization, the existence of professional associations, and the strength of collective orientations yields professional autonomy. A copy of the author's vita is provided. (Author/ESR)

ED 235 849 JC 830 464

Two Reports of the Eastland Survey: A Stratified Random Sample Study of Registered Voters of California, July, 1983.

California Association of Community Colleges, Sacramento.

PUB DATE- Aug 83
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- College Attendance; College Role; *Community Colleges; Educational Quality; Enrollment Influences; Governance; Participant Satisfaction; *Public Opinion; *School Support; State Surveys; Two Year Colleges; Two Year College Students
IDENTIFIERS- *California

A telephone survey of 1,500 registered voters in California was conducted to determine perceptions of California's community colleges; members and attitudes of the two-year college student community; views of college funding, finances, budgets, and policy control; unemployed residents' views of the community colleges; and media habits. Study findings revealed: (1) respondents felt the major purposes of community colleges to be job/career development, improvement of basic skills, and preparation for transfer to a four-year institution; (2) 49% of all adults had attended at least one class at a community college; (3) 67% of the respondents felt that more money should be spent on higher education; (4) over 70% opted for local rather than state policy control; and (5) 12% of the households interviewed had one or more unemployed members; and, of those unemployed persons seeking re-employment, half expected to look to their local community college for all or part of their skill training. In addition to the detailed study report, which analyzes findings by respondent group and contrasts results with a 1979 survey, a news release and a summary report are included. (HB)

ED 235 939 RC 014 363

Hermans, Philip
Case Study on Skovde Municipality and Its Ethnic Minorities (Sweden). The CDCC's Project No. 7.: "The Education and Cultural Development of Migrants".
Council for Cultural Cooperation, Strasbourg (France).
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Adult Basic Education; *Bilingual Education; Case Studies; Educational Finance; Elementary Secondary Education; *Ethnic Groups; Foreign Countries; *Immigrants; *Migrant Education; *Native Language Instruction; Preschool Education; School Community Relationship; Second Language Learning
IDENTIFIERS- Finland; *Sweden (Skovde); Syria; Yugoslavia

A 1970's educational program in Skovde, Sweden, supports the country's immigrant policy of equality, freedom of choice, and cooperation by providing for active bilingualism among immigrant children at school. The program provides instruction from certified bilingual teachers in 16 home languages for immigrant groups dominated by Finns but also including Yugoslavs, Turks, Syrians, Assyrians, Danes, and Norwegians. While some groups refuse home-language instruction, most take advantage of it. Part of the normal school program, the immigrant activities include education at three levels. Preschool education, for ages 5-6, is entirely in the home language for the larger immigrant groups. During the first six years of compulsory school (ages 7-16), large immigrant groups can have completely separate instruction with Swedish taught as a foreign language. During the last three years, instruction is in Swedish and special help is available. During upper secondary school, lasting 2-4 years, foreign students get two hours of home-language instruction weekly. Outside the schools, adult basic education for immigrants is available within the workplace. Transfer of the Skovde program to other locations would depend on sufficient financial support, a large migrant group, school administration autonomy, and recognition of immigrants' integral place in society. (SB)

ED 235 967 RC 014 407

Campbell, Diana; McCarty, T. L., Ed.
Teaching Guide for Indian Literature. Volume I. Reading Level 1-8.
Rough Rock Demonstration School, Ariz. Navaho Curriculum Center.
SPONS. AGENCY- Office of Elementary and Secondary Education (ED), Washington, DC. Indian Education Programs.
REPORT NO.- ISBN-0-936008-12-1
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- American Indian Education; *American Indian Literature; American Indians; Characterization; Educational Games; Elementary Education; *High Interest Low Vocabulary Books; Learning Activities; *Novels; Readability Formulas; Reading Achievement; *Reading Comprehension; *Reading Instruction; *Teaching Methods; *Vocabulary Development
IDENTIFIERS- Blooms Taxonomy

The guide describes how to use a 9-point system to teach 11 high-interest, low-level novels about Indians and teenagers to students reading at levels 1-8. The nine steps are (1) determine student's instructional reading level, (2) determine level of novels to be read, (3) choose novel at student's instructional reading level, (4) introduce novel, (5) introduce vocabulary, (6) have student complete vocabulary checklist, (7) have student complete study questions and read novel, (8) have student participate in reading activities, and (9) have student take vocabulary and comprehension tests. The steps are applied to these novels: Arrow to the Sun, Night at Red Mesa, Killer of Death, Crimson Moccasins, Woman Chief, Island of the Blue Dolphins, Zia, Sing Down the Moon, Walk the World's Rim, Fawn, and The Story Catcher. The guide contains publication information, an introduction, chapter-by-chapter study questions to ensure literal comprehension, suggested activities, and crossword puzzles for all 11 novels as well as tests for 8. The guide includes character sketch and plot charts, comprehension and vocabulary tests, vocabulary and novel checklists, test and puzzle answers, and reading activities keyed to Bloom's taxonomy of thinking. (SB)

ED 235 981 RC 014 424

King, Elizabeth M.; Lillard, Lee A.
Determinants of Schooling Attainment and Enrollment Rates in the Philippines.
Rand Corp., Santa Monica, Calif.
SPONS. AGENCY- Agency for International Development (Dept. of State), Washington, D.C.
REPORT NO.- Rand-N-1962-AID
PUB DATE- Apr 83
GRANT- OTR-G-1822
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Access to Education; Birth Order; Developing Nations; *Educational Attainment; *Educational Opportunities; Elementary Secondary Education; *Enrollment Rate; Foreign Countries; *Low Income Groups; Models; Parent Education; *Research Methodology; *Rural Areas; Rural Urban Differences; Sex Differences; Socioeconomic Status
IDENTIFIERS- *Philippines (Bicol Peninsula)

Because of the extensive demographic and economic data available and the trend of rising educational attainment during the past two decades, the Philippines' Bicol region served as an example for researchers analyzing the decision of families in low-income rural areas to send their children to school. Researchers applied relevant time measures to data from a 1978 survey of 1,492 randomly selected Bicol households with a total of 7,465 children of at least school age. Factors that raised the level of schooling included parents' education, land wealth, proximity to schools, and being first-born. Rurality and alternatives for use of the child's time lowered the level of schooling. Factors such as sibling order, mother's education, and farming affected the educational attainment of males and females differently. Contrary to those in most developing countries, educational levels of females were close to those of males. Among males, an unconditional mean schooling attainment was 7.2 years of schooling, with 27% completing high school. Females unconditionally attained a mean of 7.7 years and 29% completed high school. Among those entering college, 65% of the women and 57% of the men were expected to finish. (SB)

ED 236 009 SE 043 288

Cosgrove, Mark; Osborne, Roger
Physical Change. Learning in Science Project. Working Paper No. 26.
Waikato Univ., Hamilton (New Zealand).
PUB DATE- Apr 81
AVAILABLE FROM- University of Waikato, Science Education Research Unit, Hamilton, New Zealand.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142) Reports - Research/Technical (143)
DESCRIPTIONS- Change; Cognitive Processes; Comprehension; *Concept Formation; *Curriculum Development; Elementary School Science; Elementary Secondary Education; Interviews; Learning; *Matter; Science Education; *Science Instruction; Scientific Concepts; *Secondary School Science
IDENTIFIERS- *Learning in Science Project; *New Zealand; Science Education Research

One area explored in the second (in-depth) phase of the Learning in Science Project was "children's science," defined as views of the world and the meanings for words that children have and bring with them to science lessons. The investigation reported focuses on students' (N=43) views of physical change associated with boiling, melting, dissolving, evaporating, and condensing. Data were obtained using the "interview-about-events" method in which students were asked to describe and then explain what happened during each of six events. Student responses are presented, discussed, and analyzed for each event: bubble formation; steam condensing on saucer; water evaporating from saucer; sugar dissolved in water; condensation occurring on outside of jar containing ice; and melting ice. One finding reported indicates that although students can often associate the appropriate technical term with an event (such as "boiling"), many students, including older ones, have no sound scientific concepts underpinning these labels. In addition, several clearly identifiable examples of "children's science" were found (such as believing that oxygen/hydrogen are found in bubbles of boiling water), emphasizing the point that teachers need to be aware that children's views can be modified by science lessons in ways not intended. Implications related to understanding of the particle model are also discussed. (JN)

ED 236 023 SE 043 302

Tasker, Ross

Children's Views and Classroom Experiences. Learning in Science Project. Working Paper 43.

Waikato Univ., Hamilton (New Zealand).

PUB DATE- Nov 80
AVAILABLE FROM- University of Waikato, Science Education Research Unit, Hamilton, New Zealand.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142) Reports - Research/Technical (143)
DESCRIPTIONS- *Comprehension; Concept Formation; *Curriculum Development; Elementary School Science; Elementary Secondary Education; Learning; *Performance Factors; Science Education; *Science Instruction; Scientific Concepts; *Secondary School Science; Student Experience
IDENTIFIERS- *Learning in Science Project; *New Zealand; Science Education Research

Observational techniques were employed to gain insights into students' experiences from three perspectives (learner, teacher, and observer) as related to four aspects of a set task (nature of the task, including its purpose; how the task was carried out; perceived significance of outcomes achieved; and significance of outcomes in terms of science learning/teaching). Extracts and examples from 16 lessons (analyzed) in depth) are presented to exemplify aspects of science lessons identified as problems associated with these experiences, and to point to reasons why children do not significantly alter their perceptions about how and why things behave as they do. One group of factors which appeared to lessen the likelihood of students appreciating the significance of a task was an observed tendency on the part of some students to see the task in isolation. Because of this tendency, they failed to set the present experience against other related experiences. In addition, it was found that some students were unable to effect design requirements of a task and ended up carrying out alternative tasks. These and other factors (including those linked to students' cognitive structures) indicate how different students' experiences can be from those intended by teachers and curriculum developers. (JN)

ED 236 066 SO 015 031

Natriello, Gary
Organizational Evaluation Systems and Student Disengagement in Secondary Schools. Executive Summary.
Washington Univ., St. Louis, Mo.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Apr 82
GRANT- NIE-G-80-0181
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Academic Achievement; Conflict; Educational Research; Evaluation Criteria; Evaluation Methods; Evaluators; High Schools; *Organizational Climate; Organizational Development; Organizational Effectiveness; Power Structure; Secondary Education; *Student Alienation; Student Attitudes; Student Behavior; *Student Evaluation; Student Motivation; *Student Participation; Student Reaction; *Student School Relationship; Student Teacher Relationship
IDENTIFIERS- *Student Disengagement

A summary is presented of a study to determine the impact of school authority systems on student disengagement from high school. Student disengagement is defined as the extent to which students refrain from participating in activities offered as part of the school program, tasks of scholarship and citizenship, and extracurricular activities. The project focuses on the processes for the evaluation of student performance in the areas of academics, social behavior, and extracurricular activities through a study of four incompatibilities which are contradictory, uncontrollable, unpredictable, or unattainable. The incompatibilities of these evaluation processes were linked with three forms of student disengagement: lowered effort engagement and lowered effort assessment, participation in negative activities, and withdrawal. Four high schools in the Rushton School District in Missouri were studied. Research methods included interviews with all administrators and a sample of teachers as well as a survey of a 5 percent random sample of the students. Findings showed a positive relationship between the incompatibilities in the authority and evaluation systems for all three areas and the three forms of student disengagement. Recommendations included that policies and practices be modified to alleviate incompatibilities in the evaluation system, that consistent and reasonable goals and standards be set, that structural changes be made which would facilitate compatibility, and that teachers spend more time setting student expectations and communicating criteria and procedures for evaluation. (CK)

ED 235 864 JC 830 490

Seitz, Sandy; Scheerer, Jan
Learning Disabilities: Introduction and Strategies for College Teaching.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- *Classroom Techniques; College Instruction; Community Colleges; *Learning Disabilities; *Learning Strategies; *Teaching Methods; Two Year Colleges; *Two Year College Students

Designed for community college educators, this paper provides an overview of the characteristics and problems of the learning disabled adult and offers strategies for both teaching and learning. Following introductory remarks, the paper provides definitions of learning disability and discusses the symptoms, psychological effects, and incidence of learning disabilities. The implications of learning disabilities for the workplace are discussed next, followed by a glossary of relevant terms (e.g., sensory, perception, and attention) and types of disabilities (e.g., aphasia, dyslexia, and anomia). The next sections look at the objectives, fears, and behaviors of the learning disabled student at the community college and consider the demands on students with which the disabled adult may have difficulty (e.g., orientation, acquiring information, expression of knowledge, and time management). A section on teaching strategies points to the helpfulness of accommodations such as textbooks on tape, notetakers for lectures, alternative exam procedures, carefully written syllabi, cueing and pre-organizing in lectures, alternate presentation styles, and tension reduction. Finally, a series of learning strategies for the disabled student is offered, focusing on understanding one's learning style, keeping healthy, using accommodations provided, active listening and reading skills, and time management. (LAL)

Cahill, Spencer E.
From Babies into Boys and Girls: The Acquisition of Gender Identity.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Classification; *Labeling (of Persons); *Language Usage; *Preschool Children; Preschool Education; *Self Concept; Sex Role; *Socialization
IDENTIFIERS- *Gender Identity; Naturalistic Research; Participant Observation

Naturally occurring interactions recorded during participant observation in two preschools were analyzed in order to develop a distinctively sociological theory of gender identity acquisition. Attention was focused on the use of sex-categorical terms and the "grammar" of sex categorization practices underlying this usage. The analysis revealed that young children initially use the terms "girl," "boy," and "baby" as a collection of categories similar in form to the collection "mommy," "daddy," and "baby." Because adults typically associate children's sex categorical identity with competence, children appropriate this identity in order to avoid the discrediting identity of "baby" and become, by implication, committed to its behavioral confirmation. In attempting to behaviorally confirm this, children gain an awareness that the sex categories are mutually exclusive while sex-specific appearance management, pronoun usage and the verbal instructions of others convey to them that sex categorization is lifelong. By the end of the preschool age period, children actively seek guidance concerning the behavioral expression of their sex-categorical identity and actively attempt to confirm it in interaction with others. Gender identity acquisition is not only a process of individual development; it is also the process whereby the objectivity of gender within this society is intergenerationally transmitted. (Author/RH)

ED 236 038 SE 043 320

Kolb, James A.
Marine Biology and Oceanography, Grades Nine to Twelve. Part II.
Educational Services District 114, Marine Science Center, Poulsbo, WA.
SPONS. AGENCY- Washington Office of the State Superintendent of Public Instruction, Olympia.
PUB DATE- 80
AVAILABLE FROM- James A. Kolb/Marine Science Center, 17771 Fjord Drive, NE, Poulsbo, WA 98370 ($25.00).
LANGUAGE- English
EDRS Price - MF05 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Animals; Biology; Ecology; Environmental Education; Fisheries; High Schools; Ichthyology; *Marine Biology; *Marine Education; Microbiology; *Oceanography; *Science Activities; Science Education; *Secondary School Science; Water; Water Resources
IDENTIFIERS- *Plankton

This unit, one of a series designed to develop and foster an understanding of the marine environment, presents marine science activities for students in grades 9-12. The unit, focusing on sea plants/animals and their interactions with each other and the non-living environment, has sections dealing with: marine ecology; marine bacteriology; plankton; algae (producers); animals (consumers); sponges; jellyfish; shellfish; crustaceans; spiny-skinned animals; vertebrates; sharks; bony fish; salmon; marine animals; and current issues such as oil spills. Each section has a student text (including several readings from "Scientific American") with related activities. Each student text is preceded by a teacher background section containing hints on how to use the section, additional information, and items requiring advanced planning. Each activity is preceded by a teacher background section providing additional information about the activity, including teaching hints and answer key for activities. Important vocabulary words/terms are listed in the teacher background sections; they are underlined in the student text. Activities are designed to enhance reading and investigational skills; several activities provide practice in mathematics skills. Although all activities can be modified to suit individual needs or be used "as is," it is strongly recommended that they be performed along with the readings/discussions found in student text material. (JM)

ED 236 110 SP 022 511

Markle, Sandra
Natural Wonder Notebook. Five Installments of a Monthly Column Appearing in Instructor Magazine, January-May 1983.
ERIC Clearinghouse on Teacher Education, Washington, D.C.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Discussion (Teaching Technique); Elementary Education; Elementary School Science; Learning Activities; *Natural Sciences; *Science Activities; Writing Exercises
IDENTIFIERS- PF Project

This science column includes background information, discussion questions, science activities, writing activities, and a bibliography on a different topic each month. The titles of the five installments included in this compilation are: (1) "Chameleons and Other Quick-Change Artists"; (2) "Niagara Falls and Other Super Waterfalls"; (3) "Elephants' Trunks and Other Nifty Sniffers"; (4) "Tornadoes and Other Big Winds"; and (5) "The Grand Canyon and Other Holes in the Ground." (DC)

ED 235 763 HE 016 750

Green, Kenneth C.; And Others
The American College Student, 1982. National Norms for 1978 and 1980 College Freshmen Two and Four Years After Entering College.
American Council on Education, Washington, D.C.; California Univ., Los Angeles. Graduate School of Education
PUB DATE- Sep 83
AVAILABLE FROM- Cooperative Institutional Research Program, Graduate School of Education, University of California, Los Angeles 90024 ($8.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- *Academic Aspiration; *Academic Persistence; Church Related Colleges; *College Attendance; *College Freshmen; College Students; Degrees (Academic); Females; Followup Studies; Grades (Scholastic); Higher Education; *Majors (Students); Males; National Norms; Private Colleges; Questionnaires; State Colleges; Student Experience; Two Year Colleges

Results of the 1982 Cooperative Research Program follow-up survey of 1978 and 1980 college freshmen are presented. The Student Information Form was initially administered to students as freshmen, and the Follow-Up Survey was completed by respondents either 2 or 4 years after college entrance. Normative data are reported separately for men and women, and for eight institutional groups based on type (two-year, four-year, and university) and control (public, independent, Catholic, and Protestant). A brief narrative summary precedes the detailed statistical tables. Weighted national norms are presented on the following: highest degree working toward/held/planned; average undergraduate grade; intention to continue enrollment at current institution; changes in attendance (transfer, withdrawal, leave of absence); reasons for leaving the freshmen college; college experiences viewed as satisfactory; activities since entering school; abilities and skills acquired; plans for fall 1982; undergraduate major field; and reasons for choosing current major. Summary tables on 12-year trends in undergraduate retention and institutional retention rates are included, as is the questionnaire. (SW)

ED 235 777 IR 010 850

Britt, Donnagene, Ed.; And Others
Painlessly Preparing Personalized Training Plans.
California Univ., Berkeley. Univ. Libraries.
PUB DATE- Oct 82
AVAILABLE FROM- Librarian's Office, 245 Main Library, University of California, Berkeley, CA 94720 ($10.00).
LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Academic Libraries; Guidelines; *Job Analysis; *Job Training; *Library Personnel; Material Development; *Staff Orientation; *Trainers; Training Methods; *Training Objectives

This supervisor's guide to writing job training plans for new employees or for staff taking on new assignments covers the benefits to be expected from written training plans, suggests formats for plans, and includes worksheets for general orientation and job training and ideas for overcoming writer's block. Developed at the University of California (UC) at Berkeley General Library, this guide is used in connection with a supervisor's workshop on "Improving Training Skills." Specific aspects that should be included in writing training plans are discussed, including a general orientation to the unit, and orientation to the department or library, the library system and the institution. Information on using the training plan effectively includes specific advice about communicating criticism and praise to the trainee. A discussion checklist suggests topics, issues, problems, and questions that might be covered in periodic meetings of the supervisor with the new employee. Ideas for contents of a new employee orientation packet are included. (LMM)

ED 235 821 IR 050 479

Help! Libraries and the Hard of Hearing.
PUB DATE- Jul 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Communication Problems; Hearing Aids; *Hearing Impairments; *Library Services; Loop Induction Systems; Oral Communication Method; Public Libraries
IDENTIFIERS- *Amplifiers

This transcript contains the text of three speeches on the problems of people with hearing impairments and the provision of library services to the hard of hearing. Howard Edward (Rocky) Stone, founder of Self-Help-For-Hearing-Impaired-People, Inc., describes his difficulties as a hearing impaired person, the growing number of Americans with hearing problems, the special needs of the deaf and the hard of hearing, the need for more research into loss of hearing, and the benefits of using an audioloop with hearing aids that contain telephone switches (T-switches). Andrea Wilson then discusses the special problems faced by hard of hearing people and ways in which librarians can help them overcome these problems. Background noise, difficulties in lipreading, and problems in telephone use are summarized. The special needs of hard of hearing librarians are also briefly mentioned. Finally, Karen Hopkins reviews five technological devices and developments for the hard of hearing, which should be considered for library purchase, including: (1) amplifying devices for headsets used in library listening and viewing stations; (2) the induction loop (audioloop) system discussed earlier by Rocky Stone; (3) closed-caption devices for television and captioned or interpreted video materials; (4) light devices, amplifiers, and other special devices for telephones; and (5) special emergency warning systems. (ESR)

ED 235 836 IR 050 494

Wheelock, Verner, Ed.
Careers in an Information Society. Education for the Future: Proceedings of the Bradford Conference (Bradford, England, July 1981).
Bradford Univ. (England).
REPORT NO.- ISBN-0-9508223-0-2
PUB DATE- Jul 81
AVAILABLE FROM- University of Bradford, Bradford, West Yorkshire, UK BD& 1DP ($6.00 includes postage and handling).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Career Guidance; *Education Work Relationship; *Electronic Equipment; Employment Opportunities; *Employment Patterns; *Employment Practices; Employment Projections; Foreign Countries; Labor Market; Technological Advancement; *Unemployment; Unions
IDENTIFIERS- *Information Society; Information Technology; Microelectronics; *United Kingdom

This report presents keynote papers and summaries of panel discussions from a conference dealing with such issues as future career patterns in the United Kingdom (UK), the impact of microelectronic technology on the workforce, and the role of education in preparing persons for careers in an information society. Verner Wheelock describes the growth of the information sector; the significance of microelectronics technology in manufacturing, conservation of energy and resources, office work, and decision support systems; and the implications of information technology in terms of employment. The text of a brief address from Kenneth Baker, the Minister of State of Industry and Information Technology, is followed by a review by Alastair Evans of changing employment patterns, such as the growth in the number of working women, and the effect of microelectronics on the unemployment level. John Anderson then describes the role of the Microelectronic Education Programme of the Department of Education and Science, and the impact of microelectronic technology on home and working life and on education. Panel reports cover the future development of careers guidance services, the impact of computers on careers education and guidance provision, the impact of new technology on work itself, education and career choice, careers and the media, and the generation of employment. (ESR)

ED 235 850 JC 830 470

Burns, Charles A., Ed.
Insight: An Annual Collection of Articles on Teaching and Learning by Faculty of the Community Colleges of the State of New York, 1983-84.
State Univ. of New York, Albany. Faculty Council for Community Colleges.; State Univ. of New York, Albany. Office for Community Colleges.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141) Collected Works - General (020)
DESCRIPTIONS- Adult Education; Bibliographies; Career Guidance; Classroom Techniques; *College Instruction; *Community Colleges; Cooperative Education; Curriculum Development; English Instruction; Extracurricular Activities; Foreign Students; General Education; Program Descriptions; *Teaching Methods; Two Year Colleges
IDENTIFIERS- *New York

Ten articles by community college faculty of the State University of New York on instruction-related topics make up this annual publication. First, Harold Cantor argues that the future of community colleges hinges on the development of a cadre of generalists who will foster general education. After the Life Skills Program of Rockland Community College is described by Barbara Viniar in terms of its application of adult development theory, Nancy Jacobs Grossman reviews student activities programs in light of curriculum structure. Next, Robert H. Gould examines the cooperative education program of Tompkins Cortland Community College. Following Shirley Lim's discussion of writing poetry as a means of teaching poetry, the barriers to the integration of foreign students into the social structure of a community college are examined by Howard C. Himelstein. Next, Ann Catalano-Broughton considers career guidance for the media major, and Joan Silberman describes a structural approach to teaching English composition. After a course revision process for reading/study skills courses is explained by Diane Creel and Marlene Blumin, Harold Ettelt reviews the bibliographic instruciton program at Columbia-Greene Community College. (LAL)

The Developing Child: Discussion Papers.

International Year of the Child, Canberra (Australia). National Committee of Non-Government Organisations.

REPORT NO.- ISBN-0-642-05862-8
PUB DATE- 81
AVAILABLE FROM- AGPS Mail Order Sales, G.P.O. Box 84, Canberra, A.C.T. 2601, Australia ($6.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Collected Works - General (020)
DESCRIPTIONS- Child Abuse; *Children; Childrens Rights; Corporal Punishment; Disabilities; Diseases; Family Life; Foreign Countries; *High Risk Persons; *Learning Motivation; Marriage; *Moral Development; *Nutrition; One Parent Family; Parent Education; Parent Role; *Social Support Groups; Stress Variables
IDENTIFIERS- *Australia; International Year of the Child; Sexual Abuse

The Developing Child Sub-Committee of the Australian International Year of the Child Committee of Non-Government Organizations prepared papers on the main problems facing children from birth to 12 years of age. Topics designated for attention were (1) the parenting role, including the influence of parents on children, factors influencing parental care, and support systems necessary for parenting and protecting the parental role; (2) motivation in children's learning; (3) children at physical risk; (4) children at psychological risk; (5) moral development of children; (6) improving the nutrition of children; and (7) support services necessary for parents and other relatives of chronically ill and handicapped children. Eleven papers were produced: "What Parents and Family Mean to the Child," "Marriage and the Family," "Pressures on Australian Parents Rearing Children," "Parents without Partners," "Education towards Successful Parenthood: A Pediatrician's Viewpoint," "Support Services Necessary for Parents and Other Family Members Who Have Sick and Handicapped Children," "Nutrition and the Development of the Child," "Home Motivation on Children's Learning," "Morality and the Moral Development of the Child: Some Considerations," "The Child at Physical Risk," and "Some Issues Relating to Sexual Abuse of Children." Also included in the collection are the United Nations Declaration of the Rights of the Child and a statement on corporal punishment in educational settings. (RH)

ED 235 895 PS 013 898

Schaefer, Earl S.; And Others
Unified Model for Academic Competence, Social Adjustment, and Psychopathology.
North Carolina Univ., Chapel Hill. Frank Porter Graham Center.
SPONS. AGENCY- National Inst. of Mental Health (DHHS), Rockville, MD.
PUB DATE- Aug 83
GRANT- NIMH-MH-35253

LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Academic Ability; *Factor Structure; Hostility; *Interpersonal Competence; *Kindergarten Children; *Models; Primary Education; *Psychopathology
IDENTIFIERS- *Conceptual Integration; Extraversion Introversion

A unified conceptual model is needed to integrate the extensive research on (1) social competence and adaptive behavior, (2) converging conceptualizations of social adjustment and psychopathology, and (3) emerging concepts and measures of academic competence. To develop such a model, a study was conducted in which teacher ratings were collected on two cohorts of kindergarten children (numbering 110 and 119, respectively). Several measures were used, including the Classroom Behavior Inventory, Bipolar Trait Ratings, Conners' Teacher Rating Scales, and global ratings of social adjustment and academic competence. Factor analysis and multidimensional scaling were used to isolate major dimensions and regions of configurational organizations of measures. These analyses identified three dimensions and conceptual regions related to major diagnostic syndromes: extraversion versus introversion, considerateness versus hostility, and academic competence. Adaptive and maladaptive behavior scales, psychopathology scales, bipolar trait-rating scales, and academic competence scales were integrated by a spherical model of adaptive behavior. In general, the model integrated major dimensions of social adjustment and academic competence with major syndromes of psychopathology. The model also integrated diagnostic categories of mental retardation and learning disabilities with conduct problems and personality problems associated with patterns of social and emotional behavior. (Author/RH)

ED 235 926 PS 013 951

Wigfield, Allan
Students' Perceptions of Their Parents' Beliefs Concerning Their Academic Competence.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Academic Ability; Age Differences; Beliefs; Elementary School Students; Elementary Secondary Education; *Mathematics Achievement; *Parent Attitudes; Parent Influence; Perception; Secondary School Students; Sex Differences; Sex Stereotypes; *Student Attitudes

The present study investigated whether parents' own behaviors and beliefs or their interpretations of their children's behaviors relate more closely to children's own mathematics achievement beliefs. Age and sex differences in children's perceptions of their parents' beliefs were explored. A total of 740 children in fifth through twelfth grades completed a questionnaire assessing their achievement beliefs in mathematics (specifically, self-concept of math ability, perceived difficulty of math, importance and value of math, expectancies, and intentions to take more math). The questionnaire tapped children's beliefs about the degree to which their parents enjoyed and used math skills and children's perceptions of their parents' beliefs about themselves. Parents completed a questionnaire assessing their own beliefs about math, their backgrounds in math, their perceptions of their children's math abilities, the value and importance of math, and their expectancies for their child's math performance. Results indicated that parents' own achievement beliefs concerning mathematics and their backgrounds in math were not related to children's beliefs. However, parents' beliefs about their children were related to children's beliefs. Though parents may have contributed to girls' lower expectancies in math, they did not appear to influence directly either girls' or boys' intentions to take more math. Children seemed to have fewer sex-differentiated views concerning mathematics than their parents. (RH)

ED 235 954 RC 014 391

Crum, Beverly Lorene
Using a Native American Language as a Classroom Teaching Tool: Teaching Shoshoni Poetry.
PUB DATE- Dec 80
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- American Indian Culture; *American Indian Education; *American Indian Languages; American Indians; American Indian Studies; Bilingual Education; Cultural Awareness; *Cultural Enrichment; Elementary Education; *Lesson Plans; Linguistics; Multicultural Education; Multilingual Materials; Parent Participation; *Poetry; Program Evaluation; *Teaching Methods
IDENTIFIERS- *Shoshoni (Tribe)

Children responded enthusiastically to a program that used Shoshoni poetry songs to teach some concepts about human languages in general. Twelve children (four Caucasian, eight Native American) in grades 1-3 and their parents met for four 1-hour sessions. The lessons focused on the sound, meaning, and word order of the Shoshoni language; Shoshoni poem songs; Shoshoni instruments; and American Indian rituals. Participants studied four specific Shoshoni poems: Furry Wolf, Our Pet Yampa Dog, My Creation, and What Our Mothers Have Prepared. Participants successfully compared the English and Shoshoni alphabets, learned the meanings of the four poetry songs, learned to sing and dance the songs, made drums and necklaces, and held an honor dance and give away for two children. The children readily learned Shoshoni pronunciation and particpated eagerly in the classes, as did many parents. For each poem, the project report includes the Shoshoni poetry, a free English translation, a text analysis, general comments, and the poetry with musical notation. Lesson plans for the four sessions include general goals, behavioral objectives, materials used, procedure, evaluation of the plan, comments on the materials, and a bibliography. The program is applicable to other languages and cultures. (SB)

ED 235 996 SE 042 807

Cooper, Edith Fairman
U.S. Science and Engineering Education and Manpower: Background; Supply and Demand; and Comparison with Japan, the Soviet Union, and West Germany. Report Prepared by the Congressional Research Service Library of Congress for the Subcommittee on Science, Research and Technology, Transmitted to the Committee on Science and Technology. U.S. House of Representatives, Ninety-Eighth Congress, First Session.
Library of Congress, Washington, D.C. Congressional Research Service.
SPONS. AGENCY- Congress of the U.S., Washington, D.C. House Committee on Science and Technology.
PUB DATE- Apr 83

LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Degrees (Academic); Elementary Secondary Education; *Engineering Education; Engineers; *Federal Legislation; Foreign Countries; Foreign Students; Higher Education; Labor Demands; *Labor Force; Labor Supply; Mathematics Curriculum; Mathematics Education; Science Curriculum; *Science Education; Science Equipment; *Science Instruction; Scientists; Teacher Shortage
IDENTIFIERS- Department of Defense; Japan; *National Science Foundation; USSR; West Germany

This five-part report examines several aspects of science/engineering (S/E) education as it relates to S/E manpower. Part I discusses: pre-college science/mathematics curricula that have a bearing on future career decisions of students and that will subsequently affect the supply of scientific/technical manpower; the importance of science/technology in higher education for the scientific/non-scientific student and how this relates to the basic technical literacy of the U.S. population; current engineering faculty shortage and state of college/university equipment; status of S/E manpower supply/demand, reviewed through S/E degrees awarded and numbers of non-U.S. citizens enrolled in and graduating from S/E schools; and other issues. Part II examines S/E education instruction provided in Japan, the Soviet Union, and West Germany and how it relates to the technical competence of their general populace. Part III presents forecasts concerning the possible future supply of and demand for S/E manpower in the United States, and trends of the future supply of scientists/engineers in the Soviet Union. Part IV examines the supply of engineers and scientists in the Department of Defense in both military and civilian sectors. Part V is a historical overview of congressional interest/actions regarding these issues (including National Science Foundation actions). A selected annotated bibliography and appendices are included. (JN)

ED 236 052 SE 043 394

Bahret, Mary Jean; And Others
Biology Regents Syllabus. Revised.
New York State Education Dept., Albany. Bureau of General Education Curriculum Development.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Biology; Course Content; *Course Descriptions; *Ecology; Evolution; Genetics; High Schools; Laboratory Safety; Metabolism; Physiology; Process Education; *Science Curriculum; Science Education; Science Instruction; Scientific Concepts; *Secondary School Science; *Units of Study
IDENTIFIERS- *New York

Objectives, topics/understandings to be taught, and teachers notes are provided for the seven units in this Regents biology syllabus. Units and major topic areas include: (1) unity and diversity among living things (concept of life, diversity/unity of life); (2) maintenance in living things (nutrition, transport, respiration, excretion, regulation, locomotion); (3) human physiology (nutrition, transport, respiration, excretion, regulation, locomotion); (4) reproduction and development (asexual reproduction, sexual reproduction); (5) transmission of traits from taught, and teachers generation to generation (foundations of genetics, genetics concepts, mutations, genetic applications to animal/plant breeding, interaction of heredity and environment, human heredity, modern genetics); (6) evolution (evolution, evolution theory, heterotroph hypothesis); and (7) ecology, ecological organization, ecosystems, biosphere and humans). A topical outline, safety suggestions, information on the role of the laboratory, and a list of laboratory skills are included. Also included (in appendices) are guidelines for the development of district policies for eye protection, information on teaching creationism/evolution, guidelines for the use of vertebrate animals in New York State elementary/secondary schools, and information on publications related to writing in science, use of potentially hazardous materials, and use of hypodermic syringes/needles. (JN)

ED 236 081 SO 015 066

Social Studies Curriculum Guide.
Sheridan School District 2, Englewood, Colo.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Curriculum Development; Curriculum Guides; *Educational Objectives; Elementary Secondary Education; Sequential Approach; *Social Studies

A general framework is presented for the Sheridan School District K-12 social studies curriculum. The guide is arranged into three sections: rationale, goals and objectives, and scope and sequence. The rationale section emphasizes that students should develop awareness of individual rights and responsibilities, cope with the problems of our complex and heterogeneous society, and recognize global interdependence. Objectives are divided into categories of knowledge, skills, and attitudes, then described and tied to a particular academic level. The focal point of the guide is the scope and sequence section. Pupils in primary grades study the individual as a member of widening societies, such as the home, school, and community; intermediate grade pupils study the state, nation, and hemisphere. Junior high school students learn about the Eastern hemisphere, the United States, and the world, while students in high school are required to take courses in American studies, human behavior, economics, and civics. The curriculum content for each grade level is detailed, giving major themes and topics. A list of recommended basal materials and an analysis system for evaluating social studies materials are included. (LP)

ED 236 127 SP 023 089

Mager, Gerald M.; Myers, Betty
Developing a Career in the Academy: New Professors in Education. SPE Monograph Series 1983.
Society of Professors of Education, Washington, D.C.
PUB DATE- Jul 83
AVAILABLE FROM- Society of Professors of Education, c/o Dr. George V. Guy, College of Education, Portland State University, Portland, OR 97207 ($3.00 per copy to 10 copies; $2.50 per copy beyond 10 copies).

LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Beginning Teachers; College Faculty; Faculty Advisers; Faculty Development; *Faculty Workload; Higher Education; Noninstructional Responsibility; Teacher Attitudes; Teacher Education; Teacher Educator Education; *Teacher Educators; Teaching Load; *Time Management

This monograph contains a research report entitled, "Developing a Career in the Academy: New Professors in Education," by Gerald M. Mager and Betty Myers and two reactions to that report, "An Old Professor on New Professors: A Response to Mager and Myers," written by Gerald M. Reagan and "Commentary" by Roger G. Baldwin. An interest in what happens to beginning professors in the field of education was the motivation for the study, which was begun in 1979. The purpose of the study was to gain better understanding of new education professors' work. Three questions were investigated: (1) How do new professors spend their time with respect to their job-related work? (2) Are there some kinds of work new professors believe they should spend more time doing? and (3) What insights do new professors have about their jobs and themselves in the professoriate? The sample was selected from doctoral graduates of 14 highly ranked colleges of education. A six-item questionnaire was constructed to survey the new professors' uses of time and was filled out by 191 professors in 1979; the questionnaire was revised and readministered in 1981 and 1982 to members of the original group. Included in the report are conclusions based on questionnaire analysis, 14 tables, and a list of references. (JMK)

Uncapher, Barbara W.; And Others

Meeting Needs of Adult University Students: A Model Designed by Adult Students.

Pennsylvania State Univ., New Kensington.

PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Academic Advising; *Adult Students; *Ancillary School Services; Career Counseling; *College Students; Higher Education; Information Needs; Models; Nontraditional Students; *Reentry Students; School Orientation; *Student Adjustment; Student College Relationship; Student Evaluation; Student Financial Aid; *Student Needs; Study Skills; Testing
IDENTIFIERS- *Pennsylvania State University New Kensington

Suggestions for meeting the needs of returning adult students at The Pennsylvania State University, New Kensington Campus, are presented. The suggestions resulted from meetings involving undergraduate adult representatives and faculty organizational officers. Recommendations are offered regarding: orientation, financial aid, book loan fund, the Lifelong Educational Assessment Program (LEAP), advising, adult-on-campus office or lounge, student information center, a student co-op, seminars and workshops, a crisis intervention grant, and publicity concerning programs and services available to meet adult students' needs. Specific suggestions include: a separate orientation package for adult students should be developed; a centralized location and structure to channel all information concerning financial aid, grants, loans, and scholarships should be established; a semester-length program of testing, evaluation, career guidance, and study-skills training (LEAP) should be created to help adults make the transition to college work; and advisors should be selected on the basis of knowledge about, sensitivity to, and interest in the returning adult student. (SW)

ED 235 749 HE 016 729

Kuo, Wei-fan

Nation-wide College Entrance Examination--Current Practice and Critical Issues.

PUB DATE- Sep 83

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at...." (150)

DESCRIPTIONS- Access to Education; *Admission Criteria; College Admission; *College Bound Students; *College Entrance Examinations; *Competitive Selection; *Foreign Countries; Higher Education; High School Students; Student Placement; Test Anxiety; *Test Coaching; Test Construction

IDENTIFIERS- *Taiwan

The Joint Entrance Examination of Universities and Colleges (JEE), the college entrance examination in the Republic of China, is discussed. It is suggested that the competitive selective process for college and university admission has survived for many centuries because it has served certain social functions. The system has been perceived and has served as a channel for upward mobility for the underprivileged social groups. In China, there is honor attached to an academic degree and attending college is very important. All high school students who wish to attend college must take the entrance examination. The student selects a basic field of study (natural sciences and engineering; arts and humanities; biological, medical, and agricultural science; or social sciences, commercial, and legal studies). The student also indicates preferences for departments as well as the institution, and the order of these preferences. The JEE consists of a 2-day examination program covering six subjects, of which three are required: Chinese, English and Sun-Yat-sen's doctrine. Attention is directed to the format and scoring of the test and the following issues: the conception of fairness, the ranking of schools, the increasing demand for commercial coaching services, the preparation of the test items, the feasibility of a two-step examination, student placement in college, and the competitive nature of this system and the emphasis on drilling for the examination. (SW)

ED 235 792 IR 010 868

Bitter, Gary G.
A Scope and Sequence Curriculum (K-12) for Computer Literacy.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Charts; *Computer Literacy; *Curriculum Design; Educational Planning; Elementary Secondary Education; Learning Activities; *Models; Objectives; Programing; *School Districts; *Sequential Approach; *Teacher Education

Designed to assist those responsible for designing school and school district computer literacy programs, this paper suggests a practical definition of the term "computer literacy," discusses types of support and skills computer literacy teachers should possess, and offers a scope and sequence model for teaching computer literacy from kindergarten through 12th grade. Under prerequisites for effective computer literacy education, three crucial factors of computer education and planning are identified and discussed in detail: (1) specific statements of goals and objectives; (2) district and local support of computer education; and (3) computer literacy training for teachers. The scope and sequence model categorizes topics and activities as being related either to computer awareness or computer programming and discusses each grade level separately. A chart summarizes the curriculum model, and eight references are listed. (LMM)

ED 235 806 IR 050 462

Frohmberg, Katherine A.; Moffett, William A.

Research on the Impact of a Computerized Circulation System on the Performance of a Large College Library. Final Report.

Oberlin Coll., Ohio.

SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- Jan 83
GRANT- NSF-IST-78-10821
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- *Attitude Measures; *College Libraries; Efficiency; Higher Education; *Library Automation; *Library Circulation; Library Research; Library Services; Performance; Questionnaires; User Satisfaction (Information); *Use Studies
IDENTIFIERS- Library Users; *Oberlin College OH

In order to study the effects of introducing an automated circulation system at Oberlin College, Ohio, data were collected from September 1978 until June 1982 on book availability, usage of library facilities, attitudes of library users toward the library, and the efficiency of circulation activities. Data collection methods included circulation system monitoring and the administration of 10 sets of surveys. It was found that: (1) efficiencies in production caused by automation resulted in increased quality of service to patrons; (2) this new level of service decreased after a period of time (probably due to the Hawthorne effect) but still remained much higher than the level of service under the manual circulation system; (3) patron response to changes produced by automation varied over time, beginning with unfavorable attitudes during the period of transition from the manual to the online system, moving to more favorable attitudes after the transition period, and returning to original attitude values as patrons cycled out of the student body; and (4) patrons did not make increased use of the automated system even though it was easier to use. This report describes the Oberlin automated circulation system and research methodology and findings. A 34-item bibliography and sample data collection instruments are provided. (Author/ESR)

ED 235 940 RC 014 364

Olmos, Arlette
Case Study of Swiss-Migrant Joint Associations (Switzerland). The CDCC's Project No. 7: "The Education and Cultural Development of Migrants."
Council for Cultural Cooperation, Strasbourg (France).
SPONS. AGENCY- Council of Europe, Strasbourg (France).
REPORT NO.- DECS/EGT-(83)-5
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Advisory Committees; *Agency Cooperation; Attitude Change; Case Studies; *Coordination; Cultural Awareness; Cultural Education; Elementary Secondary Education; Foreign Countries; Homework; Immigrants; Information Dissemination; Inservice Teacher Education; *Linking Agents; *Migrant Education; Migrant Problems; Needs Assessment; Parent Participation; Second Language Instruction; Social Attitudes; *Social Integration; Teacher Attitudes
IDENTIFIERS- *Switzerland

Swiss-migrant joint associations are coordinating bodies for local services/agencies dealing with migrant problems, are recognized by local authorities, implement government policies toward migrants, and are politically neutral. Membership is drawn from local authorities, educational authorities, churches, political parties, employers'/employees' associations, public services, and Swiss and migrant bodies responsible for social welfare and migrant organizations. The end purpose is social integration, and eventual assimilation, of migrants in Switzerland. Generally, joint associations try to create a climate of mutual understanding between Swiss nationals and migrants, make critical studies of the migrant situation, and try to base their approach on what migrants think and on their specific problems: school, language, and professional advancement. In Aargau, additional classes in German are given, using specially developed materials; a "homework supervision" scheme for migrant children trains Swiss or migrant mothers whose own children have been to school, to work with teachers and help children with homework; "parents' committees" aim to provide support for children and improve parents' own education; and teachers attend seminars on problems of migrant children. The Zurich joint association campaigned for greater recognition of the mother tongue; 2 hours of mother-tongue-and-culture classes were incorporated into school timetables. All cantons have brochures in the various languages spoken by the migrants explaining the school system. (MH)

Campbell, Diana; McCarty, T. L., Ed.
Teaching Guide for Indian Literature. Volume II. Reading Level 6 and Above.
Rough Rock Demonstration School, Ariz. Navaho Curriculum Center.
SPONS. AGENCY- Office of Elementary and Secondary Education (ED), Washington, DC. Indian Education Programs.
REPORT NO.- ISBN-0-936008-20-2
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *American Indian Literature; American Indians; Anthologies; Autobiographies; Characterization; *Critical Thinking; Elementary Secondary Education; *Learning Activities; Literary Criticism; *Literature Appreciation; Novels; Readability Formulas; Reading Achievement; Reading Comprehension; *Reading Instruction; Teaching Methods
IDENTIFIERS- Blooms Taxonomy

The guide contains detailed suggestions for teaching 10 books about Indians to older students who read easily and are ready to be introduced to serious literature. The books are When the Legends Die; Laughing Boy; Dancehall of the Dead; The Man Who Killed The Deer; Rolling Thunder; House Made of Dawn; Yes Is Better Than No; The Man To Send Rain Clouds; American Indian Literature, An Anthology; and Son of Old Man Hat, A Navajo Autobiography. For the first five books, the guide contains study questions, tests, and reading activities which are coded according to Bloom's taxonomy of thinking. For the second five books, the guide presents a less structured instructional method including tests, some study questions, and suggestions for learning activities and large projects. The guide is geared to reading levels 6 and up and emphasizes critical writing and thinking and literary analysis. Test answers and suggested reading activities applicable to all the books are included. (SB)

ED 235 982 RC 014 425

Gonzales, Linda R.
A Community Service for a Rural High School.
PUB DATE- Aug 83
AVAILABLE FROM- Palo Alto VAMC, 182C, 3801 Miranda Avenue, Palo Alto, CA.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Adolescents; Case Studies; Community Services; Extracurricular Activities; Faculty Organizations; Grade 8; *Graduate Students; Higher Education; *High Schools; *Intervention; Models; Psychology; Rural Schools; *Self Esteem; Social Support Groups; Stress Variables; *Student Attitudes; *Teacher Attitudes; Unemployment
IDENTIFIERS- *Ecological Paradigm; Oregon; University of Oregon

The case study illustrated how the principles of the ecological paradigm guided the entry, assessment, design, implementation, and evaluation of three collaborative interventions in a rural Oregon high school. A core group of faculty and administration at the small high school serving 370 students in grades 8-12 requested four University of Oregon psychology graduate students to work with them to raise student self-esteem. In the entry and assessment phases, the graduate team established a working relationship with the core group and gained entry with resource people and social settings. A comprehensive longitudinal assessment of the community revealed that while teachers and students both had low self-esteem, both groups desired to change the school atmosphere. The core group and graduate students designed student activity clubs to provide more opportunities for students to develop personal competencies, a transition program to provide positive relationships between eighth graders and upperclassmen, and a teacher support gorup for promoting socializing and faculty peer support. After one year, the first two interventions were considered successful and continued. The third was considered unsuccessful because it increased divisiveness among the faculty. Paradigm principles which influenced the intervention are discussed. (SB)

ED 236 010 SE 043 289

Schollum, Brendan
Chemical Change. Learning in Science Project. Working Paper No. 27.
Waikato Univ., Hamilton (New Zealand).

PUB DATE- May 81
AVAILABLE FROM- University of Waikato, Science Education Research Unit, Hamilton, New Zealand.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142) Reports - Research/Technical (143)
DESCRIPTIONS- Change; *Chemical Reactions; Cognitive Processes; Comprehension; *Concept Formation; *Curriculum Development; Elementary School Science; Elementary Secondary Education; Interviews; Learning; Science Education; *Science Instruction; *Secondary School Science
IDENTIFIERS- *Learning in Science Project; *New Zealand; Science Education Research

One area explored in the second (in-depth) phase of the Learning in Science Project was "children's science," defined as views of the world and the meanings for words that children have and bring with them to science lessons. The investigation reported focuses on students' (N=37) views of chemical change. Data were obtained using the "interview-about-events" method in which students were asked to describe and then explain what happened during each of five events. Student responses are presented, discussed, and analyzed for each event according to categories of the most prevalent views. Events utilized include: (1) placing a vitamin C tablet in water (generating bubbles); (2) lighting gas from a butane burner; (3) heating sugar crystals; (4) showing shiny and rusty nails; and (5) mixing plastic filler/hardener. Prevalent views for the first event (selected as an example) include: bubbles result from chemical reaction; bubbles are caused by physical change in the tablet; or, no knowledge of how bubbles formed. The views discussed under these headings (as well as those discussed for the other four events) indicate that although students have strong ideas about what they saw, their explanations for events, in particular the meaning of "chemical reaction," are quite different from the scientific viewpoint. (JN)

ED 236 095 SO 015 093

Lowry, Janet Huber; Cormican, Elin
Field Placement in Social Gerontology.
PUB DATE- 83

LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Course Descriptions; *Educational Gerontology; *Field Experience Programs; Field Instruction; Guidelines; Higher Education; *Internship Programs; *Professional Education; Program Descriptions; Program Evaluation; Social Services; *Sociology; *Student Experience
IDENTIFIERS- *Social Gerontology
Guidelines are presented for implementing field placements in social gerontology courses. After an introduction comparing the focus, objectives, and content of two types of experience--the liberal arts field placement and the human services internship--the paper is divided into three sections. These outline recommendations for the organization, execution, and evaluation of field placements. In section 1, procedures for organizing successful placements are suggested. Discussion centers on identifying and securing field sites, establishing good communications with the field site organizations, and preparing students to operate comfortably and responsibly in the field setting. The opportunities to link theory with practical concerns in this preliminary student training are emphasized, and possible training activities are provided. Section 2 addresses the task of executing the field placement. The needs to define clearly the assignment requirements and to match carefully the student and field agency are cited as primary considerations. The recording of student experiences is seen as a fundamental part of the assignment, and various methods for accomplishing this are assessed. Three methods of evaluating the field placement, outlined in the final section, are routine teacher grading based on the quality of written requirements, discussion of student reactions, and solicitation of the opinion of participating community organizations. The latter two are offered as ways to improve subsequent experiences. Appendices include a form letter of inquiry for field placement, an outline of expectations for internship students, a listing of field placement opportunities, student and field organization evaluation forms, and an abridged syllabus. (LP)

ED 236 111 SP 022 526

Dyreson, Margaret
Planning for Parent Participation. Volume I: Considering Alternatives.
Florida State Dept. of Education, Tallahassee. Office of Dissemination/Diffusion.
SPONS. AGENCY- National Inst. of Education (DHEW), Washington, D.C.
PUB DATE- Mar 80
CONTRACT- 400-76-0089
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Elementary Secondary Education; Guidelines; *Objectives; *Parent Participation; Program Descriptions; *Program Development; Program Guides; Resource Materials; School Activities
IDENTIFIERS- PF Project; *Program Objectives

The first of two volumes on planning parent participation programs, this guide is intended to be an aid in deciding what type of program is most appropriate for a given school. Definitions and purposes of parent involvement programs are offered, followed by an explanation of the importance of determining program goals before designing activities. Seven alternative goals are described ranging from letting parents know what their child is learning through having them serve as school volunteers. Each goal is accompanied by a rationale and several activities which can be used to accomplish the goal. Brief descriptions of actual programs and a bibliography of resources are provided. (DC)

ED 235 865 JC 830 493

Thurston, Alice S., Ed.; Robbins, William A., Ed.
Counseling: A Crucial Function for the 1980s. New Directions for Community Colleges, Number 43.
ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- ISBN-87589-941-2
PUB DATE- Sep 83
CONTRACT- 400-78-0038
AVAILABLE FROM- Jossey-Bass, Inc., Publishers, 433 California St., San Francisco, CA 94104 ($7.95).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTIONS- *Academic Advising; *Community Colleges; *Counseling Objectives; *Counselor Role; *Counselors; *Educational Counseling; Futures (of Society); Multicampus Districts; Student Development; Two Year Colleges; Two Year College Students

This collection of articles focuses on the current status and future of counseling in the community college. The volume contains the following chapters: (1) "Counseling for Today's Community College Students," by William A. Robbins, which focuses on the characteristics of developmental counseling and the crises it faces in community colleges; (2) "Primary Roles for Community College Counselors," by Jane E. Matson, which deals with both operational and relationship roles; (3) "Special Roles with Special Students," by William Moore, Jr., which argues that the community college student population is dominated by groups generally termed "special"; (4) "Team Roles for Counselors: Creating Synergism," by Charles R. Dassance and Jacquelyn B. Tulloch, which provides a rationale for the involvement of non-counseling personnel in student development; (5) "Advisement and Counseling Challenges Facing Community College Educators: The Miami-Dade Experience," by Richard B. Schinoff; (6) "Counseling in a Multi-College System: The Los Amigos Experience," by Alice S. Thurston, which reviews survey findings regarding counseling practices; (7) "Preparing and Nurturing Professional Counselors," by Don G. Creamer, which advocates special training for community college counselors; (8) "Organizational Alternatives for the Future of Student Development, by Robert B. Young, which presents community-based and human resources development models for organizational change; (9) "The Decade Ahead for Community College Counseling," by Alice S. Thurston, which urges counselors to determine their basic priorities in order to preserve the counseling function; and (10) "Counseling and Academic Advisement," by Jim Palmer, which provides an annotated bibliography of relevant ERIC materials. (LAL)

ED 235 911 PS 013 923

Johnston, John M.

Problems of Prekindergarten Teachers: A Basis for Examining Teacher Education Practices.

PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Check Lists; Comparative Analysis; *Educational Environment; *Elementary School Teachers; Elementary Secondary Education; *Employment Problems; National Surveys; Preschool Education; *Preschool Teachers; *Secondary School Teachers; State Surveys
IDENTIFIERS- *Prekindergarten Teacher Problems Checklist

A study was conducted to enable a comparison to be made of prekindergarten and kindergarten through 12th-grade teachers' perceptions of work-related problems. In the first phase of the study, copies of an inventory entitled "My Biggest Problem Today" were sent to both national and state (Wisconsin) samples of prekindergarten programs. The problem inventory asked personnel to describe, on each of 10 working days, the problem that caused them the most concern or difficulty. Synthesis of the problem accounts resulted in 102 unique problem statements, which were subsequently used to construct a Prekindergarten Teacher Problems Checklist. In the seond phase of the study, checklists were sent to other Wisconsin and national samples. Factor analysis of checklist responses identified seven problem areas: subordinate staff relations, control and nurturance of children, remediation, relations with supervisors, parent cooperation, management of time, and management of routine. Comparison of findings with research on kindergarten through 12th-grade teachers' problems suggested four areas of difference: Prekindergarten teachers express important unmet needs with respect to (1) supervision of subordinate staff, (2) relations with parents regarding compliance with program policies and procedures, (3) relations with supervisors, and (4) management of routines. Implications of the findings for early childhood teacher education are indicated. (RH)

ED 236 024 SE 043 305

Lambert, John; Tasker, Ross
Toward Solutions: The Work of the Activities Action-Research Group. Learning in Science Project. Working Paper 46.
Waikato Univ., Hamilton (New Zealand).
PUB DATE- Dec 81
AVAILABLE FROM- University of Waikato, Science Education Research Unit, Hamilton, New Zealand.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142) Reports - Research/Technical (143)
DESCRIPTIONS- Comprehension; Concept Formation; *Curriculum Development; Elementary School Science; Elementary Secondary Education; Evaluation Methods; Learning; *Science Activities; Science Education; *Science Instruction; *Secondary School Science; Teaching Methods
IDENTIFIERS- *Learning in Science Project; *New Zealand; Science Education Research

The Science Activities Action Research Group considered problems related to using science activities in teaching/learning of science ideas, problems previously identified and described during exploratory/in-depth phases of the Learning in Science Project. Three specific tasks were formulated by the group, including: investigating wording of instructions in science activities in an attempt to enhance the likelihood that children would do what is expected; looking at the planning involved in a science activity to see if the impact and effectiveness of the activity could be improved; and considering ways of highlighting/assessing aspects of science activity work often overlooked or ignored (for example, expected skill level of students). Materials produced by the group were organized into three units: the first presented problems identified by the Learning in Science Project and provided teachers with activities to help them see the problems in their own context; the second stated problems action-research members had sought to respond to and described the nature of those responses and their impact on learners/teachers; and the third explored the role of science activities in science teaching/learning and attempted to relate science activities to a range of teaching approaches. Checklists were also developed for planning/evaluating science activities and for student evaluation of science activities. (JN)

ED 236 067 SO 015 032

Natriello, Gary
Organizational Evaluation Systems and Student Disengagement in Secondary Schools. Final Report.
Washington Univ., St. Louis, Mo.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Apr 82
GRANT- NIE-G-80-0181
LANGUAGE- English
EDRS Price - MF01/PC15 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Academic Achievement; Conflict; Educational Research; Evaluation Criteria; Evaluation Methods; Evaluators; High Schools; *Organizational Climate; Organizational Development; Organizational Effectiveness; Power Structure; Secondary Education; *Student Alienation; Student Attitudes; Student Behavior; *Student Evaluation; Student Motivation; *Student Participation; Student Reaction; *Student School Relationship; Student Teacher Relationship
IDENTIFIERS- *Student Disengagement

This report details the findings of a study to determine the impact of school authority systems on student disengagement from high school. The study, guided by Dornbusch and Scott's theory of evaluation and authority, examined the impact of four types of incompatibilities in the system for the evaluation of student performance on three forms of student disengagement: low level engagement, engagement in negative activities, and withdrawal from school tasks. Data for the study come from 80 teachers and administrators and 293 students in 4 high schools in a suburban mid-western school district. Teachers and administrators were interviewed to determine the practices used in the schools for the evaluation of student academic performance, social behavior, and extracurricular activities. The students completed a survey designed to collect information on the levels of incompatibilities they experienced in the evaluations systems for these three areas. In addition, the students provided information on the levels of the three forms of disengagement. Results showed that students who experienced higher levels of incompatibilities in the evaluation systems would also report higher levels of disengagement from school. Implications are presented in the final chapter. (Author)

ED 235 764 HE 016 751

Shaw, Kenneth A.; Britton, Thomas C.
Financial Perils in Higher Education--Good Grief!
American Association of State Colleges and Universities, Washington, D.C.

REPORT NO.- ISBN-0-88044-070-8
PUB DATE- Oct 83
AVAILABLE FROM- American Association of State Colleges and Universities, One Dupont Circle, Suite 700, Washington, DC 20036 ($3.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Adjustment (to Environment); Affective Behavior; *Change Strategies; College Environment; *Emotional Response; *Financial Problems; *Grief; *Higher Education; *Leadership Responsibility; Retrenchment
IDENTIFIERS- *Kubler Ross (Elisabeth)

The premise that institutions pass through a grief process in adjusting to declining resources and radical changes, is proposed. In addition, strategies that administrators can use to respond to institutional grief are suggested. Elisabeth Kubler-Ross's paradigm of five grief stages/reactions to serious loss are described: denial, anger, bargaining, depression, and acceptance. In addition, William E. Avera's application of the Kubler-Ross grieving paradigm to groups and organizational settings, specifically the nation's reaction to the loss of cheap energy, is considered. The way that each grief stage may be manifested in higher education and possible actions and responses by college leaders are discussed. It is concluded that the paradigm's major usefulness could be helping those involved to better understand the affective aspects of dealing with institutional grief and to avoid taking personally any angry individual and group reactions associated with grief. This approach may also assist institutional leaders in dealing with the grief they experience personally due to financial and other crises. Leaders' personal reactions to adverse situations might inhibit them in working with others to find solutions. (SW)

ED 235 778 IR 010 851

Case, Donald; Daley, Hugh
Personal Computers: The New Academic Medium.
PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Adoption (Ideas); *Advertising; Higher Education; Home Programs; Information Services; Marketing; *Microcomputers; *Purchasing; Technology Transfer; Telecommunications; *Use Studies; *Word Processing
IDENTIFIERS- *Computer Users

As a part of a larger research project intended to aid university planners, 2,027 faculty and staff at a large western university were questioned about their interest in telecommunications services. Of those surveyed, 366 faculty and 466 others--41%--returned the lengthy mail questionnaire, which included questions about computing, videotex, and conventional television programming. Results related to computer adoption and use indicate that 135 respondents owned a personal computer, while 331 others planned to buy one within the next 5 years. The primary use reported for the personal computer was writing, while comparisons of actual uses by owners with intended uses by non-owners suggest that heavily-advertised uses such as financial management or database access are relatively unpopular. The personal computer, therefore, has become a means of communication, despite advertising that neglects this function of the device. Because of its increasing presence in the home and on the university campus, the use of personal computers deserves further study. (Author/LMM)

ED 235 793 IR 010 869

Stanford, Ronnie L.; Ernest, Patricia S.

Student Teacher Perceptions of Teaching Competencies Related to Educational Media.

PUB DATE- 1 Feb 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- College Students; *Competence; *Educational Media; *Education Majors; Higher Education; Schools of Education; *Student Teachers; Teacher Education Programs; Teacher Role; Values
IDENTIFIERS- *Alabama

The educational media competencies identified as most important by Alabama student teachers, the competencies they feel that they possess, and the relationship between perception of competency level and importance was investigated for majors in five programs: special education, N-12 certification, elementary education, early childhood education, and secondary education. Subjects were 518 student teachers in the latter half of their student teaching experience at 15 Alabama universities during the spring of 1982. Data were collected through the Inventory of Teacher Competencies Related to Educational Media, which includes a Likert-type scale of 69 structured items to assess perception of importance and level of competencies in educational media. Findings showed significant positive correlations between the upper 10 ranked competencies and the lower 10 ranked competencies for importance and competency level, and indicated that student teachers received traditional preparation in educational media. There were no significant differences in the perceived importance of the competencies within the five programs, or in the levels of competence. The four inventory items related to microcomputer operation received the lowest ratings of importance and competency level. Appendices include lists of participating institutions, and competencies ranked by importance as indicated by mean scores. Eleven references are listed. (LMM)

ED 235 822 IR 050 480

Kirby, Christine L.
Library Service to Local Jails: Guidelines.
Florida State Library, Tallahassee.
PUB DATE- Jun 79
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050) Reference Materials - Bibliographies (131)
DESCRIPTIONS- Check Lists; Correctional Institutions; Guidelines; *Library Materials; *Library Material Selection; *Library Personnel; *Library Services; Prisoners; *Prison Libraries; Program Development; Program Implementation; *Public Libraries
IDENTIFIERS- *Library Procedures

This document discusses the reasons for providing public library service to local jails from the viewpoint of the inmate, the library, and the jail administrator; and provides guidelines for establishing and operating this service. Topics covered include: obtaining approval from library and jail administrators for a library jail program; material selection policies; book processing; professional and support staff requirements and responsibilities; procedures for providing access to library materials and services; recordkeeping; the scheduling of library activities; dress, language, and other problems related to library jail services; and security. Special programming activities are also suggested, including films, discussion groups, literary publication of inmates' writing and artwork, and art shows. Appendices present a worksheet for planning library services to jails; a suggested list of authors, paperback books, and magazines for library jail collections; a suggested list of sources of gift publications; and a nine-item glossary. (ESR)

ED 235 881 PS 013 839

Grant, James P.
Accelerating Child Survival and Development in Dark Times.
United Nations Children's Fund, New York, N.Y.
PUB DATE- 29 Jul 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Agency Role; *Children; *Developing Nations;
Government Role; Infant Mortality; *International Organizations;
*Primary Health Care; *Program Development
IDENTIFIERS- *UNICEF

Measures were proposed that would enable UNICEF, in association with others and despite prevailing difficult economic circumstances, to more effectively bring well-being and hope to hundreds of millions of children. Specific proposals were designed to help most countries accelerate child survival and development. Most particularly, it was recognized that several elements of the basic services and primary health care strategy are ready for an extra thrust at this time. Attention focused on several basic problems responsible for the majority of children's deaths and on four simple approaches to be integrated with basic services and primary health care activities: growth surveillance of small children, oral rehydration therapy, breast-feeding and better weaning, and universal immunization. These techniques cost very little and are suited for tackling malnutrition-related infection, diarrhea, and six communicable diseases that take their heaviest toll among children. In addition, it was agreed that special attention should be given to family spacing and food supplements. If given necessary priority, the combination of improved techniques, recent acceptance of basic services and primary health care approaches, and the new capacity of social organizations for reaching low-income families could vastly improve health and save lives. (RH)

Jayaratne, Toby Epstein
Sex Differences in Children's Math Achievement: Parental Attitudes.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Elementary Secondary Education; *Mathematics Achievement; *Parent Attitudes; Perception; *Sex Differences; *Sex Stereotypes

Parents' perceptions of their own past and present math achievement and their perceptions of the math abilities and attitudes of their daughters and sons were investigated. Reported here is one aspect of the study, focusing on the nature of sex-typing of parental attitudes toward math and the extent and consistency of such views. Data were obtained from parents by questionnaires on two occasions 1 year apart. Questionnaire items concerned (1) parents' own math attitudes, abilities, and performances; (2) parents' perceptions of their children's abilities and attitudes toward math; and (3) parents' general sex stereotyping of math abilities. Results indicated that parents strongly sex stereotype both their self-assessments of and subjective experiences with math as well as their daughters' or sons' math achievement. Mothers were more likely than fathers to hold a sex-differentiated view of their child's math achievement. In general, parents also strongly held math stereotypes for females and males, although these stereotypes were greater on issues of performance and utility than on aptitude. It was additionally found that (1) having a daughter may make a parent less likely to sex stereotype math; (2) parents who are positive or negative toward math are likely to hold such views about math for their child, particularly in the case of mothers and daughters; and (3) parents' general stereotypes about math do not relate to the sex differentiation of math for their children. (RH)

ED 235 955 RC 014 392

Winchell, Dick G.; Jones, Cynthia
A Planning Process to Implement Community Based Education, Fort McDowell, Arizona
Arizona State Univ., Tempe. Center for Public Affairs.
SPONS. AGENCY- Department of Housing and Urban Development, Washington, D.C.
PUB DATE- 18 Apr 81
GRANT- CPA-AZ-09-00-10-18
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Adult Education; American Indian Culture; *American Indian Education; American Indian History; American Indians; *Anglo Americans; *Cultural Differences; *Educational Objectives; Elementary Secondary Education; Preschool Education; *School Community Relationship; Self Determination; Self Esteem; Status; Values; Workshops
IDENTIFIERS- Arizona (Fort McDowell); *Community Based Education; Cultural Maintenance; *Yavapai (Tribe)

The process of planning for community based education for the Yavapai Indians of Fort McDowell, Arizona, involves developing educational goals and objectives based on an understanding of the conflicts between the Anglo and Yavapai educational systems and considering the function of community education within the Fort McDowell setting. The conflicts in the two educational systems stem from differences in perception of individual value. Yavapai education is tied to the family and the community, and specific educational objectives exist for ages 0-2, 3-5, 6-12, 13-25, 25-45, and over 45. The Yavapai community values each person as an individual without regard to achievement in institutional settings. In contrast, Anglo education is separate from the community and the family. The Anglo community values individuals for the skills and work they can perform as they pass through a series of institutions related to their stage in life. Community based education should develop formal educational training and instruction that is compatible with community values and should integrate that education with daily learning in community activities. Therefore, community based education for Fort McDowell should combine basic skills instruction in reading, writing, English, and math with instruction in the Yavapai language, history, and values. (SB)

Kolb, James A.
Marine Biology and Oceanography, Grades Seven and Eight.
Educational Services District 114, Marine Science Center, Poulsbo, WA.
SPONS. AGENCY- Washington Office of the State Superintendent of Public Instruction, Olympia.
PUB DATE- 81
AVAILABLE FROM- James A. Kolb/Marine Science Center, 17771 Fjord Drive, NE, Poulsbo, WA 98370 ($25.00).
LANGUAGE- English
EDRS Price - MF04 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Ecology; Environmental Education; *Geology; Grade 7; Grade 8; Junior High Schools; Map Skills; *Marine Biology; *Marine Education; Migration; Mining; Natural Resources; Navigation; *Oceanography; Physical Geography; *Science Activities; Science Education; *Secondary School Science; Topography; Water Resources
IDENTIFIERS- *Plate Tectonics; Whales

This unit, one of a series designed to develop and foster an understanding of the marine environment, presents marine science activities for students in grades 7 and 8. The unit, focusing on life in the sea and the physical factors which influence that life, is divided into sections dealing with: (1) the theory of plate tectonics; (2) ocean floor topography; (3) the hydrologic cycle and weather; (4) adaptation and diversity; (5) marine food chains; (6) currents; (7) mining the ocean floor; (8) whaling; (9) offshore oil production; (10) boating and (11) the California gray whale population. Each section has a student text with related activities. Each student text is preceded by a teacher background section containing hints on how to use the section, additional information, and items requiring advanced planning. Each activity is preceded by a teacher background section providing additional information about the activity, including teaching hints and answer key for activities. Important vocabulary words/terms are listed in the teacher background sections; they are underlined in the student text. Activities are designed to enhance reading as well as investigational skills; several activities provide practice in mathematics skills. Although all activities can be modified to suit individual needs or be used "as is," it is strongly recommended that they be performed along with the readings/discussions found in student text material. (JM)

ED 236 053 SE 043 395

Science Syllabus for Middle and Junior High Schools. Living Systems: Block C, Micro-Organisms.

New York State Education Dept., Albany. Bureau of General Education Curriculum Development.

PUB DATE- 77
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Biological Sciences; Communicable Diseases; *Course Descriptions; *Culturing Techniques; Cytology; *Disease Control; Elementary School Science; Elementary Secondary Education; Junior High Schools; Laboratory Procedures; *Microbiology; Process Education; *Science Activities; Science Curriculum; Science Education; Science Instruction; *Secondary School Science; Teaching Methods
IDENTIFIERS- New York

This syllabus begins with a list of program objectives and performance criteria for seven general topic areas related to the study of microorganisms and a list of 23 science processes. Following this information, concepts and understandings for subtopics within the general topic areas are listed as follows: (1) introduction; (2) the cell (basic structure, reproduction of plant/animal cells, cell and continuity of life, cellular biology); (3) the microscopic world (simple/compound microscopes, microscopic techniques, observation of pond water, bacteria, viruses); (4) techniques of isolating and culturing microbes (culturing bacteria, cultivation of viruses); (5) microbes and disease (difinition of disease, diseases in animals); (6) activities of non-pathogenic microbes (soil, sewage treatment, foods); and (7) control of undesirable microbes (sterilization, disinfection, preparation and storage of food, checks on product quality). Questions and activities corresponding to these concepts and understandings are keyed to a list of science activities presented in an appendix. These activites are also keyed to one or more of the processes listed at the beginning of the syllabus. Instructions for conducting the activities are also provided in the appendix. (JN)

ED 236 082 SO 015 067

Kincheloe, Joe L.
Understanding the New Right and Its Impact on Education. Fastback 195.
Phi Delta Kappa Educational Foundation, Bloomington, Ind.
REPORT NO.- ISBN-0-87367-195-3
PUB DATE- 83
AVAILABLE FROM- Phi Delta Kappa, Eighth and Union, Box 789, Bloomington, IN 47402 ($0.75, $0.60 to members, quantity discounts available).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Academic Freedom; *Censorship; Community Attitudes; *Controversial Issues (Course Content); Course Content; Elementary Secondary Education; *Family School Relationship; Moral Issues; Political Issues; *Public Education; Religious Factors; Teaching Methods; Textbook Content; Textbook Evaluation; Textbook Selection
IDENTIFIERS- New Left; *New Right; Politics of Education; *West Virginia (Kanawha County)

The Kanawha County textbook controversy of 1974 sparked profound changes in the American political landscape and American education. The roots of this controversy go back to the 1960's, when drug use, women's liberation, violence, and sex education convinced conservatives that America was in moral decline. Parents in Kanawha County fingered school textbooks, with their secular humanistic approach, as major transmitters of this social decay, and 12,000 people petitioned for the prohibition of school literature which questioned God, the family, or the American political and economic systems. This incident has had far-reaching repercussions. Conservatives have realized new power. The New Right has formed around the issues of the Kanawha County petition, two of its major concerns being educational control and curriculum content. This movement has affected classroom teaching through censorship and a return to basics and rote learning. Teachers are increasingly cautious about method and content. By channeling its children into Christian academies and questioning compulsory education and the use of federal funds, the New Right threatens the future of public education. However, ominous as this may seem, the efforts of the New Right can have a positive effect on education. The controversy it has raised should be used by all educators to re-examine the American educational system. (LP)

Participation Rates and Future Enrolment in Ontario Universities. Report 83-8.

Council of Ontario Universities, Toronto.

REPORT NO.- ISBN-0-88799-175-0
PUB DATE- Sep 83
AVAILABLE FROM- Council of Ontario Universities, 130 St. George Street, Suite 8039, Toronto, Ontario M5S 2T4, Canada.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *College Attendance; Comparative Analysis; Educational Demand; Education Work Relationship; Enrollment Influences; *Enrollment Projections; *Enrollment Trends; *Foreign Countries; Full Time Students; Higher Education; Models; Part Time Students; *Population Trends; Prediction
IDENTIFIERS- Canada; *Ontario; United States

Current college enrollments in Ontario universities and future projections are considered. It is suggested that demographic changes and educational demand are basic factors affecting university enrollment. Difficulties in analyzing participation rates are identified, including the means of calculation, interprovincial student mobility, the population base to which participation is related, and other definitional problems. Postsecondary participation rates for Canada and 11 other countries are compared, along with those for Ontario. In addition, 1978-1979 enrollment data on full-time Canadian undergraduates by province are analyzed, along with 1961-1981 full-time university enrollment data by sex, and data on the population base of 18-24 year olds. Comparative U.S. data on 1963-1980 enrollments for 18-24-year-old college students are also analyzed. Additionally, the following influences on future enrollment are discussed: the labor market, higher education policy, and changes in the secondary school system. Future enrollment projections in Ontario are discussed, and data estimates are provided for undergraduate and graduate students by full- and part-time status. Lastly, an age-sex specific enrollment model is described. (SW)

ED 235 750 HE 016 730

Asmussen, Christopher B.
College Faculty Satisfaction and Institutional Identification.
PUB DATE- 15 Apr 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *College Environment; *College Faculty; *Faculty College Relationship; Faculty Mobility; Faculty Workload; Governance; Higher Education; *Identification (Psychology); *Job Satisfaction; Participative Decision Making; Teacher Administrator Relationship; Teacher Attitudes; *Teacher Characteristics; Teacher Salaries; Teaching Conditions

The influence of faculty characteristics, perceptions, and work environment on job satisfaction and identification with the institution was studied. Questionnaire responses from 9,237 faculty were evaluated, based on a 1971 survey conducted by the Stanford Project on Academic Governance. The following faculty characteristics were considered: time spent on research, number of books/articles published, educational background, academic rank, tenure status, age, and participation in governance. Colleges were categorized by type of institution and the teacher's role in institutional decision making was identified (e.g., selecting a department head, formulating admissions standards). Teacher job attitudes were determined concerning: teaching load and fairness of evaluation, working conditions, salary, the college administration, and the respondents' influence in the institution. Finally, attention was directed to the teacher's level of job satisfaction and identification with the institution (i.e, those who prefer to remain at their job and those who wish to relocate to another college). The findings are discussed, and path diagrams for six types of colleges indicate the influence of the individual and institutional factors on a general satisfaction score and institutional identification. (SW)

ED 235 807 IR 050 464

Meadow, Charles T.
A Study of User Adaptation to an Interactive Information Retrieval System. Research Report.
OCLC Online Computer Library Center, Inc., Dublin, Ohio.
REPORT NO.- OCLC/OPR/RR-83/6
PUB DATE- 15 Jul 83
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- Attitude Measures; *Databases; Foreign Countries; *Information Retrieval; *Online Systems; *Performance; Questionnaires; *Relevance (Information Retrieval)
IDENTIFIERS- *Command Language; England; *Online Search Skills

A study was undertaken in 1980-81 to investigate the process of user adaptation to an unfamiliar interactive database search system. Adaptation was defined as performance on, knowledge of, and attitude toward the system being used. The experiment tested 44 students and staff members at the University of Sheffield and Sheffield City Polytechnic in England. Users had three levels of prior computer experience. Each user was trained in one of three command languages with increasing levels of complexity and logical power, and then performed 20 searches of a database consisting of some 580 condensations of news articles appearing in British national newspapers between October 1980 and March 1981. Measures of searcher performance such as recall, precision, and self-evaluation were computed, and attitude questionnaires were also administered. It was found that performance increased with experience and that users appeared to perform best with a language of power and complexity commensurate with their own skills at the time of use; i.e., low power/complexity for inexperienced, high power/complexity for experienced users. The report includes an 18-item bibliography, the text of an online help file, a list of the test questions searched, and sample training handouts and questionnaires. (Author/ESR)

ED 235 837   IR 050 495

Tompkins, Philip, Ed.
Cooperative Collection Development in Multitype Library Networks: A Beginning--Goals and Methods. Proceedings of the Annual Conference of the Missouri Library Association (1980).
Missouri Library Association, Columbia.
PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Academic Libraries; Check Lists; *Library Acquisition; Library Associations; *Library Cooperation; *Library Networks; *Library Planning; Public Libraries; Regional Programs; School Libraries; Special Libraries; *Statewide Planning
IDENTIFIERS- *Missouri; *Multitype Library Networks; New York; Shared Resources

This document presents the proceedings of a conference organized to review the cooperative collection development features of the Missouri State Network Plan and to outline specific goals, methods, and materials for facilitating cooperative collection development projects in the state's multitype library networks. An introduction provides background information on the state network plan; and the keynote address by Duane E. Webster reviews local cooperative collection development projects throughout the United States, surveys the growing library interest in this area, identifies the limitations of uncoordinated collection development procedures, and proposes a Missouri cooperative collection development strategy. Four divisional workshop reports follow, one for each of the academic, public, special, and school library sections of the Missouri Library Association. These reports present selected materials and information on current collection development efforts and identify barriers to and suggested strategies for cooperative collection development in Missouri's area networks. Extensive information is included on the Oswego County (New York) School Library System Pilot Project and other New York networks. An overview of the conference, by Mary J. Cronin, is provided. Appendices include articles, policy statements, and other documents related to cooperative collection development; the text of the Missouri Libraries Network Bill; a map of the Missouri Libraries Network; and a list of the literature distributed to conference participants. (ESR)

ED 235 851 JC 830 472

Kassebaum, Peter Arthur
An Analytical Model for Learning: An Applied Approach.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041) Reports - Research/Technical (143) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- *Academic Achievement; Anthropology; Community Colleges; *Cross Cultural Studies; Nontraditional Students; *Programed Instructional Materials; Two Year Colleges

A mediated-learning package, geared toward non-traditional students, was developed for use in the College of Marin's cultural anthropology courses. An analytical model for learning was used in the development of the package, utilizing concepts related to learning objectives, programmed instruction, Gestalt psychology, cognitive psychology, and instructional design. The completed package contains a mediated workbook, directions, and 22 chapters, each providing a briefing sheet, objectives, performance activities, and a key terms and concepts section. Each chapter corresponds to a chapter in the textbook, "Profiles in Ethnology." A formative evaluation was conducted with an experimental group of 30 students who used six chapters from the text and corresponding chapters from the guide and a control group of 30 students who did not use the package. Evaluation results showed that: (1) the attrition rate for the control group was 23%, while that for the experimental group was 10%; (2) the mean examination score for the experimental group was 6.658 points greater than that for the control group; and (3) the highest examination score within the experimental group was 5 points higher than that of the control group. The study report includes a literature review, discusses procedures and methodology, and provides the learning package. (LAL)

Arcangelo, Frank S.
A Study of Differences in Pre-Adolescent Boys' Interpersonal Perceptions and Social Adjustment.
PUB DATE- Aug 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Attribution Theory; *Behavior Problems; Comparative Analysis; Elementary Education; *Elementary School Students; *Emotional Problems; Grade 5; Grade 6; *Males; Perception; Preadolescents; *Social Cognition
IDENTIFIERS- *Social Desirability

Differences in children's interpersonal perceptions and in their conceptions of behavior disorders in hypothetical peers were investigated in a sample of 34 boys between the ages of 10 and 13. Two groups of subjects were formed: 17 subjects attended special classes for the emotionally handicapped and were classified as exhibiting conduct problems while another 17 attended regular classrooms. Two story vignettes depicting behavior disorders in hypothetical peers were read to each subject. The vignettes described peers as exhibiting behavior problems of the "undercontrolled" (i.e., acting out, oppositional behaviors) and of the "overcontrolled" (i.e., passivity-withdrawal, isolation). After hearing the two vignettes, subjects rated the two story characters on a social desirability scale and also indicated the extent to which situational or dispositional causal attribution statements accounted for the characters' behaviors. Results indicated that the two groups differed significantly in their social evaluations and causal attributions. Youngsters in the problem group were significantly more negative in their evaluations of the undercontrolled character than were their peers in the regular classroom. The overcontrolled character was rated overall as being significantly more positive than was the undercontrolled character. While both subject groups made higher situational ratings for the undercontrolled versus the overcontrolled story character, subjects in the problem group made significantly higher situational ratings for both story characters than did their peers in the regular classroom. (RH)

Roessel, Robert A., Jr.
Navajo Arts and Crafts.
Rough Rock Demonstration School, Ariz. Navaho Curriculum Center.

REPORT NO.- ISBN-0-936008-02-4
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - General (130)
DESCRIPTIONS- *American Indian Culture; American Indian History; American Indian Literature; Art History; Art Products; Ceramics; *Craft Workers; *Creative Activities; Creative Art; *Cultural Background; *Design Crafts; Economic Factors; *Handicrafts; Information Sources; Legends; Photographs
IDENTIFIERS- Basket Weaving; *Navajo (Nation); Silversmithing; Weaving

A profusely-illustrated book on Navajo arts and crafts, from the Navajo Curriculum Center, includes sections on weaving, silversmithing, basket making, pottery making, and the economics of Navajo arts and crafts. The book is intended for use by Navajo students and Navajo people in general, so they can read about their arts and crafts from a Navajo point of view and from major published sources, and can look at photographs showing craft making. Each section contains text from Navajo, anthropological, and other sources and a bibliography of reference works relevant to that section. The chapters on weaving, silversmithing, and basket making are illustrated with many photographs of the processes involved in each craft and of finished products. For example, the section on weaving tells the Navajo story of the origin of weaving, gives scholarly accounts of the history of Navajo weaving, provides excerpts from 12 books that discuss Navajo weaving, covers periods of Navajo weaving and its future, lists 28 references, and includes 61 photographs of weaving processes and products. (MH)

ED 235 983 RC 014 429

Hagood, Richard A.
Partnership for Rural Improvement: New Dimensions. Annual Report 1980-1981.
Partnership for Rural Improvement, Pullman, Wash.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, Mich.
PUB DATE- Jul 81
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Agency Cooperation; *Community Education; Community Services; Coordination; Demonstration Programs; Economic Climate; *Fellowships; Higher Education; *Internship Programs; *Linking Agents; Models; Organizational Development; *Program Development; Program Evaluation; Public Agencies; Rural Areas; Rural Population; Training
IDENTIFIERS- *Partnership for Rural Improvement; *Task Force Approach; Walla Walla Community College WA; Washington

In 1980-1981, extended funding from the Kellogg Foundation and a total budget of $561,316 allowed the Partnership for Rural Improvement (PRI) to add to its program while continuing to emphasize project development, organizational development, interorganizational coordination, and training and education. PRI began to use task forces as a method of organizing educators, public officials, and citizens into teams to address issues of region-wide concern. They also awarded seven community service fellowships to encourage university, community college, or other agency personnel to give intensive short-term input into task force projects. PRI established a community action demonstration program in the Moses Lake School District as a means of increasing the capacity of rural communities to solve problems and realize opportunities through a coordinated system of community education. To test the transferability of PRI into another setting and to develop an appropriate model diffusion strategy, the PRI model was transferred into the Walla Walla Community College District. Finally PRI used two student interns in an effort to prepare a broader range of professionals who can contribute to rural improvement. In 1981-1982, PRI expected to refine and expand its new areas of concentration and to focus on necessary new management practices. (SB)

ED 235 997 SE 043 154

Survey Finds 24,642 Schools with Computers, up 56% in Last Year. News Release.

Market Data Retrieval, Westport, Conn.

PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Computer Oriented Programs; *Educational Trends; Elementary Secondary Education; Enrollment; Instructional Materials; *Microcomputers; National Surveys; *Public Schools; *School Districts; *School District Spending
IDENTIFIERS- *Computer Uses in Education

Market Data Retrieval (MDR) maintains a data base covering all United States schools, colleges, and public libraries. A recently completed MDR survey of 15,314 U.S. school districts has determined that 24,642 public schools now use computers in instruction, a 56.2 percent increase over the number of schools using instructional computing when a similar telephone survey was conducted during 1981-82. Key findings of the survey were: (1) of 15,314 U.S. school districts, 8,947 (58 percent) use instructional computers, up 39 percent from 1981-82; (2) of 82,422 U.S. school buildings, 24,642 (30 percent) now use instructional computing, up 56.2 percent from Fall 1981; (3) fastest growth in use of computers occurred in elementary schools (up 80 percent) with a total of 10,499 of the nation's 52,000 elementary schools now using instructional computing; and (4) grade level, size of school, and wealth of school continue to be the key factors in determining whether schools will acquire computers for instructional purposes. Among the data included in this report are: microcomputer distribution by state for 1981 and 1982 (broken down by district and schools), microcomputer usage compared to building enrollment, and microcomputer usage compared to instructional spending. (JN)

ED 236 096 SO 015 094

Rosser, Sue V.

Women's Studies and the International Student: A Report on a Course for Japanese Women.

PUB DATE- Jun 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Course Descriptions; *Cross Cultural Studies; Cultural Exchange; *Foreign Students; Higher Education; Intercultural Programs; Problems; Student Attitudes; *Womens Studies
IDENTIFIERS- *Japan

Problems encountered by Japanese women who participated in an American women's studies seminar have been valuable to the development of a cross-cultural women's course at Mary Baldwin College in Virginia. In the summer of 1981, the school offered a special women's study course to 30 Japanese university women. The program had limited success because the students had difficulty identifying with the problems of American marriage, divorce, and sex role inequalities that were the focus of the course. However, after returning to Japan, the women wrote to their American professor relating current experiences to issues they had encountered the previous summer. Based on this experience, the women's studies course underwent several changes, adopting a more relevant cross-cultural framework. The 30 female Japanese students enrolled in the 1982 course developed their own questionnaire to elicit Japanese views on marriage, family, and career. This survey, included here with responses, was administered to 200 young Japanese in the spring of 1982. Students then tabulated the data and used it as a basis for discussion and cultural comparisons in their summer course. The evolution of this course points out the dilemmas and frustrations which may result when students from a patriarchal society are confronted with women's rights issues. As their consciousness increased, many women in this course felt torn between a loyalty to their own customs and a desire to relocate to a more open-ended society. (LP)

ED 236 112 SP 022 527

Natalle, Jody
Planning for Parent Participation. Volume II: Planning to Reach Goals.
Florida State Dept. of Education, Tallahassee. Office of Dissemination/Diffusion.
SPONS. AGENCY- National Inst. of Education (DHEW), Washington, D.C.
PUB DATE- Mar 80
CONTRACT- 400-76-0089
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Check Lists; Elementary Secondary Education; Guidelines; *Parent Participation; Participative Decision Making; *Program Development; Program Guides; Resource Materials; School Activities; Teacher Participation
IDENTIFIERS- PF Project

The second of two volumes on planning parent participation programs, this guide is intended to be an aid in the actual program development. The importance of involving school faculty in the planning is emphasized. A description is provided of a seven-step development process in which the faculty team: (1) states program goals; (2) examines sample goals and activities; (3) formulates a tentative program; (4) analyzes the program in relation to the school situation; (5) determines the program's feasibility; (6) finalizes planning; and (7) implements the program. Most of the document comprises detailed guidelines and tools for the first five steps. A bibliography of resources is also provided. (DC)

ED 236 128 SP 023 093

Sharpes, Donald K.
Methodological Issues in Researching Teacher Education in Developing Countries.
PUB DATE- Oct 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070) Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Developing Nations; *Economic Factors; Global Approach; Higher Education; *Political Influences; *Research Methodology; *Social Science Research; *Teacher Education; Teacher Effectiveness

Social science concepts have an impact on the study of teacher education in developing countries, and teacher education is a primary social force woven throughout the study of national development. A recommended approach to research on teacher education combines a study of how education influences, and in turn is influenced by, other developmental forces and events within a national, regional, or other unifying network, such as religion or tribal identity. Economic, social, and political realities are major factors governing an understanding of how teacher education relates to national progress. Economic factors are also involved in a high imbalance between numbers of students and scarcity of financial resources for education. In the realm of politics, educational programs are vulnerable to national political decisions and the kinds of schools the government demands. Social class values and attitudes and social differences among the educated and the illiterate are factors which determine inequalities in schooling. Studying teacher education concerns in developing nations demands a set of strategies from the combined social sciences and a balance in methodology from each. (JD)

ED 235 912 PS 013 925

Wessel, Dorothy
Reducing Problems in Fine Motor Development among Primary Children through the Use of Multi-Sensory Techniques.
PUB DATE- Jun 82
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTIONS- Classroom Research; *Elementary School Students; Grade 1; *Handwriting; Intervention; *Motor Development; *Perceptual Motor Coordination; Primary Education; *Remedial Instruction; *Student Improvement

A 10-week classroom intervention program was implemented to facilitate the fine-motor development of eight first-grade children assessed as being deficient in motor skills. The program was divided according to five deficits to be remediated: visual motor, visual discrimination, visual sequencing, visual figure-ground, and visual memory. Each area of remediation received attention for 15 to 20 minutes daily over a 2-week period. It was anticipated that, as a result of program participation, students would advance 6 months in developmental level as assessed on pretesting and posttesting with the Developmental Test of Visual Motor Integration. Improvement in students' handwriting ability was also anticipated. Copy-a-sentence exercises were given each day, and handwriting samples taken at the beginning and conclusion of the intervention were compared. Results indicated each of the subjects exceeded the minimal predicted developmental gain. Females made greater age-equivalent gains than did males. Overall age-equivalent gains ranged from 4 years, 11 months to 7 years, 11 months. Near the sixth week of the program, the handwriting of each student began to improve; sentences written at the conclusion of the intervention were far superior to those written at the beginning. Recommendations for implementing the program were suggested. Related materials, including handwriting samples, are appended. (RH)

ED 235 941 RC 014 365

Cetinsoy, Melih
Case Study on Hajitkoum, Migrant Cultural Action Group (Brussels, Belgium). The CDCC's Project No. 7: "The Education and Cultural Development of Migrants."
Council for Cultural Cooperation, Strasbourg (France).
SPONS. AGENCY- Council of Europe, Strasbourg (France).
REPORT NO.- DECS/EGT-(83)-6
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Adolescents; Arabic; Case Studies; Code Switching (Language); Cultural Awareness; Decision Making; Dramatics; Elementary Secondary Education; Foreign Countries; French; Group Dynamics; Group Membership; Immigrants; *Language Proficiency; *Migrant Education; Native Language Instruction; *Nonschool Educational Programs; *Program Content; Program Design; School Attitudes; Second Language Learning; Theater Arts; Urban Areas
IDENTIFIERS- *Belgium; *Moroccans

Four years of activities (1978-82) of Hajitkoum (Migrant Cultural Action Group), a predominantly Moroccan multicultural group of young immigrants based in a suburb of Brussels, are described. The group has the ultimate goal of providing the immigrant community with cadres, drawn from its young generations, who will be able to take on political and cultural responsibilities in the Belgian host society. The group's "immigration school" takes place in evenings and on weekends from October to June, and includes French classes for workers and the unemployed, and the Homework School, whose objectives are to enable immigrant adolescents in the school system to cope with obstacles they encounter in school, be aware of their own cultural background, understand the circumstances surrounding migration, and establish special relations with other immigrants. Classes in spoken Moroccan Arabic are also provided, to improve learners' ability to switch from one code (French) to another (Arabic) and interpret French print and television material to family and community. Theater, cinema, and music as means of expression and cultural affirmation are emphasized in training workshops, which have led to writing and production of two plays. All activities are both independent and interdependent; all participants, except those in the Homework School, are both tutors and pupils. (MH)

Osborne, Roger; And Others
The Framework: Toward Action Research. Learning in Science Project. Working Paper No. 28.
Waikato Univ., Hamilton (New Zealand).
PUB DATE- Feb 81
AVAILABLE FROM- University of Waikato, Science Education Research Unit, Hamilton, New Zealand.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142) Reports - Research/Technical (143)
DESCRIPTIONS- Comprehension; *Concept Formation; *Concept Teaching; *Curriculum Development; Educational Needs; Elementary School Science; Elementary Secondary Education; Instructional Design; Learning; Process Education; Research Methodology; Research Needs; Science Education; *Science Instruction; *Secondary School Science; Technology
IDENTIFIERS- *Learning in Science Project; *New Zealand; Science Education Research

Two previous papers of the Learning in Science Project recorded the thinking of the project team at the outset of the exploratory and in-depth phases of the project. This paper briefly reconsiders the work done in the in-depth phase and then discusses some central issues and tentative ideas as the project moves into the third and final "action-research" phase. Results of the in-depth phase demonstrated that children, even prior to entering intermediate school, often have clear-cut views of the world and meanings for many words used in science, and that these views/meanings are considerably different from the consensus view of scientists. In addition, the prevalence and resistance to change of children's non-scientific views are not fully appreciated by teachers or curriculum developers. Drawing on these and other in-depth findings, the following areas are discussed: problems related to science content/process; implications of same for instruction; modifying children's viewpoints; and science for everyone (considering two alternate approaches--science to technology and technology to science). Action research will involve four working groups focusing on issues raised in these discussions and in previous working papers, addressing issues related to biology, chemistry, physics, and science experiments/processes. (Five rules useful in planning instructional sequences are included.) (JN)

ED 236 025 SE 043 306

Tasker, Ross, Ed.; Lambert, John, Ed.
Science Activities: The Problem. Learning in Science Project. Working Paper 47.
Waikato Univ., Hamilton (New Zealand).

PUB DATE- Dec 81
AVAILABLE FROM- University of Waikato, Science Education Research Unit, Hamilton, New Zealand.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142) Reports - Research/Technical (143) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Comprehension; *Concept Formation; Concept Teaching; *Curriculum Development; Elementary School Science; Elementary Secondary Education; Learning; Matter; *Science Activities; Science Education; *Science Instruction; *Secondary School Science; Teaching Methods
IDENTIFIERS- *Learning in Science Project; *New Zealand; Science Education Research

The Learning in Science Project established that children from a young age construct out of their everyday experiences views which they use to establish their world and that these views are remarkably resistant to replacement by scientifically more useful views. Although science lessons tend to be based upon activities which are designed by teachers and textbook writers to establish specific scientific viewpoints, experience with these activities does not have the intended influence for many children. Their views, if changed at all, are not changed in the expected way; children remain unaware or unimpressed by the scientific viewpoint. As an alternative to simply accepting these statements as uncovered by the Learning in Science Project, a 30-minute activity on the behavior of particles is provided to help teachers gain first-hand insights into the issues. In addition, a six-item instrument (with answer sheet) and teacher notes are provided to evaluate students' responses to the six questions. Also provided are extracts/examples from 16 lessons analyzed in depth to exemplify aspects of science lessons which have been identified as problems associated with children's classroom experiences and which point to reasons why children do not significantly alter their perceptions about how and why things behave as they do. (JN)

ED 236 068 SO 015 035

Peacebook: A Resource Guide for Peace Studies at U.C. Berkeley, 1982-83 and 1983-84.
Peace Studies Student Association.
PUB DATE- Sep 83
AVAILABLE FROM- Peace Studies Student Association, 300 Eshleman Hall, University of California, Berkeley, CA 94720 ($2.00).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Core Curriculum; Degree Requirements; *Graduate Study; Higher Education; *Interdisciplinary Approach; *Peace; Program Descriptions; Resource Materials; *Undergraduate Study

A series of essays and lists of resource materials as well as courses relevant to peace studies at the University of California Berkeley are presented in the two guides. Topics of the 1982-83 guide include the undergraduate major in Peace and Conflict Studies (PACS), a proposed curriculum, core courses, concentration area courses (social systems, culture and ideology, and natural environment) and the graduate program in PACS with a focus on global economy, ecology, technology and society, development in the Third World, international relations, social systems and social justice, health care, media, and values, beliefs, and human nature. The essays, written by Berkeley faculty, students, and members of the Peace Studies Project, describe the work toward a peace studies curriculum, a plan for peace institutes, and careers in peace. The 1983-84 guide contains the approved PACS program description, curriculum, and requirements and an update on the Peace Studies Project. Essays examine field work in peace studies, reflections on military ideology, the undermining of civil disobedience as a means of social change, peace theory and Marxist thought, Ghandi's approach to conflict, and funding policies of the University of California Institute on Global Conflict and Cooperation. (KC)

ED 235 779 IR 010 852

Bonnette, Della, Ed.
Proceedings of the NECC/5 National Educational Computing Conference 1983 (5th, Baltimore, Maryland, June 6-8, 1983).
REPORT NO.- ISBN-0-8186-0050-0
PUB DATE- Jun 83
AVAILABLE FROM- Professor Ted Sjoerdsma, University of Iowa, Computer Science Division, Iowa City, Iowa 52242 ($15.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Computer Assisted Instruction; *Computer Literacy; Computer Managed Instruction; *Computer Programs; *Computer Science Education; Instructional Materials; Material Development; Programing; *Programing Languages; Science Education; Teacher Education
IDENTIFIERS- *Computer Uses in Education; LOGO Programing Language

Recent research and current trends in the field of computers and education are reflected in this collection of reviewed papers, tutorials, panels, project presentations and other sessions. More than 80 papers are grouped in the following topic areas: administrative applications, composition and literature, computing for the learning disabled or handicapped, computer services, computer science curricula, computers in education, computing in the non-curricular support role, pre-college computer science, computer science software, LOGO, alternative approaches to providing computing facilities, computer uses in education, science, computer literacy, computer education for elementary school teachers, commerce, computer science--teaching programming, computers in science education, computer assisted instruction, computers in education at an early education level, computer education for secondary school teachers, mathematical needs of computer sciences, computer-based education, teacher training, pre-college instructional uses of computers, mathematics and statistics, courseware development and evaluation, and pre-college computer services. An additional 39 papers are included under the headings of tutorials, invited sessions, and special sessions. (LMM)

ED 235 794 IR 010 871

Ingle, Henry T.; And Others

A User's Guide to Project BEST Products: Print and Nonprint.

Applied Management Sciences, Inc., Silver Spring, Md.; Association for Educational Communications and Technology, Washington, D.C.

SPONS. AGENCY- Office of Libraries and Learning Technologies (ED), Washington, DC.

PUB DATE- 83

CONTRACT- 300-81-0421

LANGUAGE- English

EDRS Price - MF01/PC13 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTIONS- *Basic Skills; Computer Oriented Programs; Elementary Secondary Education; Guidelines; Information Sources; *Instructional Materials; *Microcomputers; Program Implementation; *School Districts; Staff Development; Technological Advancement; *Teleconferencing; Use Studies; Videotape Recordings

IDENTIFIERS- Computer Uses in Education; *Project BEST

This notebook accompanies a videotape series produced by Project BEST (Basic Education Skills through Technology), a federally funded cooperative effort involving federal, state, and local governments and the private sector in planning and using information technologies to improve basic skills instruction. Intended for state and local personnel using or planning to use information technology in schools, the materials are resource supplements for state and local staff development programs. Separate sections address the three major types of Project BEST print and nonprint products. The videotape module guides section briefly describes the four 30-minute videotapes, which depict school-level experiences in introducing microcomputers into the educational system. A discussion leader's guide for each module highlights its objectives and offers suggestions for organized viewing and discussion. The second section presents profiles of each school district shown in the videotape modules and provides an overview of the district's experiences in introducing microcomputers in the schools, the name of a district contact, and a list of available written materials about the district's technology activities. Finally, materials on Project BEST teleconferences and videotape newsletters are provided, including supporting documents and suggestions on how to use the materials in staff training. (LMM)

ED 235 823 IR 050 481

Kozaczka, Stanley J.
The Polish Collection at the Alliance College Library in Cambridge Springs, PA: The Origins of the Collection in 1950, Its Rapid Development in the 1970's and the Introduction of the Online Computer Library Center (OCLC) in 1982.
Alliance Coll., Cambridge Springs, PA.

PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Historical Materials (060)
DESCRIPTIONS- *Cataloging; *College Libraries; Higher Education; History; *Library Collections; Online Systems; *Polish Literature; *Research Libraries; Union Catalogs
IDENTIFIERS- *Alliance College PA; Book Exchange; Library Development; Library of Congress Classification; Library of Congress Subject Headings; OCLC; *Poland

This essay outlines the development, present condition, and future direction of the 20,000-volume Polish research collection at Alliance College, located in Cambridge Springs, Pennsylvania. Alliance College was founded in 1912 by the Polish National Alliance (PNA), a life insurance fraternal organization. In 1931 its entire library collection was destroyed by fire. The Polish collection was rebuilt and housed in a separate room beginning in 1950. In 1953 a decision was made to begin reporting its special holdings to the National Union Catalog (NUC) of the Library of Congress (LC) and, in 1961, it was decided to recatalog the entire holdings according to LC classification and subject headings. Relocation to larger quarters occurred in 1970. This was followed by a period of rapid growth due to federal grants in support of the college's year abroad program in Poland and in support of the library's independent book exchanges with Polish institutions. In 1982/83 the library received OCLC services. A total of 2,273 titles were cataloged and placed online, and the entire periodical collection was also added to the online Pennsylvania Union List of Serials. A table showing the number of titles held within each LC subject classification is provided. (Author/ESR)

ED 235 866 JC 830 496

Ratcliff, James L.
Faculty Evaluation as a Measure of Organizational Productivity. Southern Association of Community and Junior Colleges Occasional Paper, Volume 2, Number 1.
Southern Association of Community and Junior Colleges.
PUB DATE- Jan 84
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Collected Works - Serials (022)
DESCRIPTIONS- *College Faculty; Community Colleges; *Faculty Evaluation; *Institutional Evaluation; *Productivity; Two Year Colleges

Faculty evaluation can and should be a means for gathering information on the productivity of a community college. The concept of productivity implies a relationship between the quantity and the quality of the results achieved by the college to the resources invested. Productivity has two dimensions: effectiveness (i.e., the extent to which community college programs achieve their objectives) and efficiency (i.e., the way in which resources are organized to carry out college programs and functions at a minimal cost). Clear indicators of organizational productivity can be derived from evaluations of individual faculty productivity. To provide such information, faculty evaluation systems must be comprehensive, examining the responsibilities of the instructor as a subject matter expert, instructional delivery effectiveness, and faculty roles in curriculum development, student advisement, and community service. Using faculty evaluation as a measure of college productivity has several uses. It can provide: (1) an index of institutional progress toward stated goals; (2) guidance in the development of a college's human resources; (3) new standards of performance; and (4) a basis for performance incentives such as salary advances, promotions, release time, and sabbaticals. As a means of measuring institutional productivity, faculty evaluation can help colleges continue to improve service to students. (LAL)

Eron, Leonard D.

The Consistency of Aggressive Behavior across Time and Situations.

PUB DATE- Aug 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Adolescents; *Adults; *Aggression; *Children; *Crime; Grade 3; Longitudinal Studies; Parents; *Psychopathology
IDENTIFIERS- Cross Generational Studies

Results of a longitudinal study conducted over a 21-year period indicated that aggressive behavior remains stable across time, situations, and generations within families. Data were first collected by a survey of all third-grade schoolchildren in a semirural county in New York State. The sample included approximately 870 children (with a modal age of 8 years). Approximately three-quarters of the children's mothers and fathers were interviewed. At the 10-year followup, 427 of the original subjects were reinterviewed. One of the most impressive findings was the stability of aggressive behavior over time and across situations. The third phase of data collection, begun when subjects' modal age was 30, involved approximately 409 members of the original sample. Data concerning these subjects and 223 other subjects were obtained from the New York State Division of Criminal Justice Services, the Division of Motor Vehicles, and the Departments of Mental Hygiene and Health. Interviews were also held with the spouses of 165 subjects and with 82 of the subjects' children. Correlational analysis revealed a relationship between aggression at age 8 and later encounters with the law as indicated by driving and criminal offenses. Children nominated as more aggressive by their third-grade classmates committed, on the average, more serious crimes as adults than did peers rated less aggressive. Finally, it was suggested that aggression appears to be a characteristic that is transmitted across generations. (RH)

ED 235 928 PS 014 005

Katz, Lilian G.
The Professional Preschool Teacher.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Nov 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Child Caregivers; *Cognitive Processes; Day Care; Early Childhood Education; Preschool Education; *Preschool Teachers; *Standards; *Teaching Skills
IDENTIFIERS- Professional Behavior; *Professionalism; *Professional Judgment; Teacher Competencies

Examples are provided in this discussion to indicate the nature of professional judgment in a teaching situation likely to be encountered by most child care workers or preschool teachers. Specifically, this predicament involves a problem in turn taking among 4-year-olds. As used here, the term "professional judgment" refers to cognitive processes involving the use of advanced knowledge (such as diagnosing and analyzing events, weighing alternative courses of action, and estimating the potential long-term consequences of momentary actions and decisions). Types of professional judgment processes a teacher might engage in can be thought of in terms of three interrelated categories: (1) skills and knowledge that could be taught in the problem situation, (2) clinical questions related to individuals in the problem incident, and (3) curriculum and management concerns. The nature of professional judgments can be clearly seen when such judgments are contrasted with nonprofessional and unprofessional responses, which might be made by untrained individuals. (RH)

ED 236 054 SE 043 396

Science Syllabus for Middle and Junior High Schools. Block D. The Earth's Changing Surface.

New York State Education Dept., Albany. Bureau of General Education Curriculum Development.

PUB DATE- 77

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTIONS- Cartography; *Course Descriptions; *Earth Science; Elementary School Science; Elementary Secondary Education; *Geology; Junior High Schools; Laboratory Procedures; *Oceanography; Paleontology; Process Education; *Science Activities; Science Curriculum; Science Education; Science Instruction; *Secondary School Science; Teaching Methods

IDENTIFIERS- *New York

This syllabus begins with a list of program objectives and performance criteria for the study of three general topic areas in earth science and a list of 22 science processes. Following this information is a listing of concepts and understandings for subtopics within the general topic areas: (1) the earth's surface--surface features, rock fragments and bedrock, minerals (identification, formation, economic uses), rocks (igneous, sedimentary, metamorphic), oceans (extent/depth, shape of ocean floor, composition of sea water, economic importance of oceans), topographic maps (location/direction, distance, relief), and aerial photographs; (2) changes in earth's survace--destructional forces (weathering, erosion), constructional forces (earth movements, major landforms), and vulcanism (extrusive, intrusive); and (3) age of the earth-- the rock record (fossil content, rock sequence, crustal processes, radioactive dating) and the earth's history (age of the earth, earth's beginning, geologic history). Questions and activities corresponding to these concepts and understandings are keyed to a list of science activities presented in an appendix. These activities are also keyed to one or more of the processes listed at the beginning of the syllabus. Charts, tables, and diagrams (containing keys to common minerals and rocks and other information) are included in a second appendix. (JN)

ED 236 083 SO 015 068

Gross, Richard E.; Dynneson, Thomas L.
What Should We Be Teaching in the Social Studies? Fastback 199.
Phi Delta Kappa Educational Foundation, Bloomington, Ind.
REPORT NO.- ISBN-0-87367-199-6
PUB DATE- 83
AVAILABLE FROM- Phi Delta Kappa, Eighth and Union, Box 789, Bloomington, IN 47402 ($0.75, $0.60 to members, quantity discounts available).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- *Curriculum Development; *Curriculum Problems; Educational Change; Educational History; Educational Trends; Elementary Secondary Education; *Instructional Improvement; Sequential Approach; *Social Studies; Teacher Education
IDENTIFIERS- New Social Studies

Fragmentation, directionlessness, and a lack of uniformity have created a crisis in social studies education. To understand how social studies reached this point, and analyze where it needs to go, it is useful to consider the evolution of the discipline in relation to significant social and intellectual periods in American history. Social studies curricula began to emphasize citizenship training as a response to the population shifts and immigration of the post-Civil War era. The growth of professional social studies organizations and increased standardization of the curriculum were a reflection of the social reforms of the 1800's through the 1930's. During these years, educational leaders proposed a variety of approaches to social studies teaching, including the civic-centered approach, the social problems approach, and the individualized approach. A "New Social Studies" emerged in the late 1950's as a by-product of the Cold War. Characterized by an "anything goes" attitude, it spawned creative innovations but also divided method, content, and ideology in the field. This lack of definition has reached a critical point with the current back to basics movement. The development of a nationalized framework of instruction is essential to correct the present situation. The necessary nationwide revisions in social studies curriculum scope and sequence require cooperation from all levels of the profession. (LP)

ED 236 113 SP 022 528

Dyreson, Margaret
Making Time To Teach. An Educational Problem/Strategy Booklet.
Florida State Dept. of Education, Tallahassee. Office of Dissemination/Diffusion.
SPONS. AGENCY- National Inst. of Education (DHEW), Washington, D.C.
PUB DATE- Mar 80
CONTRACT- 400-76-0089
AVAILABLE FROM- Office of Dissemination/Diffusion, Department of Education, Knott Building, Tallahassee, FL 32301.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Academic Achievement; *Change Strategies; *Classroom Research; Elementary Secondary Education; Guidelines; *Instructional Improvement; Literature Reviews; Resource Materials; Student Improvement; Teaching Methods; *Time Factors (Learning); *Time on Task
IDENTIFIERS- Direct Instruction; PF Project

Research-based answers are offered to the following questions on instructional time: (1) Can student achievement be improved by making time to teach? (2) What can a classroom teacher do to make time to teach? and (3) How can a school or district help the teacher? Factors related to instructional time which are described as having an effect on achievement include engaged time, direct instruction techniques, assignments which have a high probability of success, and orderly, warm classroom environments. In conjunction with these factors, seven activities which waste time are listed. Positive steps presented for teachers include adopting direct teaching techniques, increasing student responding, maintaining an orderly classroom with an academic focus, and selecting tasks that students need. Suggestions offered for schools or districts to help the teacher are scheduling uninterrupted time for learning, reviewing curriculum objectives, eliminating testing that is not used for instructional improvement, upgrading teachers' capabilities in direct instruction and instructional planning, and expressing support for academic achievement. The suggestions for schools and districts are accompanied by lists of resources. (DC)

ED 235 751 HE 016 731

Halgin, Richard P.
Coordinating an Undergraduate Internship Program in a Large Psychology Department.
PUB DATE- Aug 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *College Students; Contracts; Coordination; *Departments; *Educational Objectives; *Experiential Learning; Faculty Advisers; Higher Education; *Internship Programs; Models; Program Administration; *Psychology; Student Responsibility

A model for coordinating an internship program in a large psychology department is presented. The most successful components of the program involve a personalized advising system and a departmentally-defined contract between the student and faculty sponsor. An integral part of the program is an advising and consultation procedure. Each prospective intern selects a relevant "pre-course," which serves as the theoretical base from which to pursue the field experience. After an information meeting for all prospective interns, each student talks individually with the internship coordinator, and a brief proposal is formulated. After departmental approval, students work with the university's Office of Internships, which help students in preparing resumes and making agency connections. Through additional meetings with the internship coordinator, the internship prospectus and academic contract are developed. The prospectus describes the internship duties and the relationship of the internship to the psychology major, the pre-course, career plans, and personal interests. The student must keep a weekly journal, submit a summary report, and maintain contact with the faculty sponsor. A internship contract form and internship guidelines are appended. (SW)

ED 235 765 HE 016 752

Chickering, Arthur W.
Quality from the Students' Point of View. AASCU Studies 1983-1.
American Association of State Colleges and Universities, Washington, D.C.
REPORT NO.- ISBN-0-88044-071-6
PUB DATE- Sep 83
AVAILABLE FROM- American Association of State Colleges and Universities, One Dupont Circle, Suite 700, Washington, DC 20036 ($3.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference *Papers, "Papers Presented at..." (150)*
DESCRIPTIONS- Academic Standards; *College Students; Comparative Analysis; *Educational Quality; Evaluation Criteria; Evaluation Methods; *Grading; Higher Education; *Norms; *Student Attitudes; Student Characteristics; *Student Evaluation
IDENTIFIERS- *Diversity (Student)

Students' perceptions concerning quality in education, the norm-reference approach to student evaluation, and the problem of assessing how much learning has occurred are discussed. To one sample of students, quality meant desirable institutional characteristics and outcomes concerning their own learning and development. Institutions are likely to have difficulty in measuring up to expectations for quality since students have different educational expectations, social and educational background, academic preparation, age, learning styles, and personal development. In addition, the norm-referenced approach to evaluation is not appropriate for a diverse student body. Problems in student evaluation include: each institution and teacher establishes private performance norms, the criteria for performance are seldom clearly articulated, and grades awarded depend primarily upon one student's performance relative to another. Responses to the issue of educational quality and to the underlying complexities of evaluation and grading are recommended. Attention is directed to: the need to recognize different types of competence and knowledge, the fact that standards should vary for different individuals and objectives, and the need to articulate evaluation criteria, methods, and evidence. (SW)

ED 235 808 IR 050 465

Evans, Frank B.

Writings on Archives Published by and with the Assistance of UNESCO: A RAMP Study.

United Nations Educational, Scientific and Cultural Organization, Paris (France). General Information Programme.

REPORT NO.- PGI-83/WS/5
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTIONS- *Archives; Foreign Countries; Government Publications; Institutional Administration; *International Programs; Microforms; *National Programs; Preservation; Professional Education; Professional Training; Program Administration; Records (Forms)
IDENTIFIERS- Manuscripts; *Records Management

Compiled as part of the United Nations Educational, Scientific and Cultural Organization (UNESCO) Records and Archives Management Programme (RAMP), this document lists 282 writings published by or with the assistance of UNESCO on the subject of archives administration and archival materials (interpreted broadly to include current and semi-current institutional records and manuscripts). Included are monographs, treatises, special studies, and journal articles, as well as unrestricted field mission reports (FMR) and documents in UNESCO's Working Series (WS) prepared for or resulting from various categories of meetings. The basic arrangement of the listing is chronological by year of publication (from 1951 to 1982) and thereunder alphabetically by author. Subject and author indexes are provided. (ESR)

ED 235 852 JC 830 473

Wyman, Robert
Technology Is Ready--But Are We? Management's Challenge. ACCCA Management Report, 1983-4/1.
Association of California Community Coll. Administrators.
PUB DATE- 1 Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- College Instruction; *College Planning; *Community Colleges; Delivery Systems; *Educational Change; *Educational Technology; Educational Trends; *Technological Advancement; *Telecommunications; Two Year Colleges
IDENTIFIERS- *California

Recent developments in electronics have had a profound effect on information and communication systems. This report identifies the instructional technologies currently available, examines their use in California community colleges, and explores implications for the future. Following introductory remarks on the technological revolution and its impact on education, technologies currently used by community colleges are examined, including open circuit and cable television, instructional television fixed services, microwave transmission, cassette recordings, video discs, radio, computers, and satellites. After current activities using instructional technology are noted, two programs of the Public Broadcasting Commission are described: the Public Telecommunications Project, which reviews the use of telecommunications among all public agencies, and the "Consumer and Cable Project" which addresses consumer rights related to cable systems. Next, the educational programming activities of business and industry are discussed, and the implications of new cable systems for education are considered. A discussion of the possible impact of technology on colleges in areas such as alternative delivery systems, cost effectiveness, and improved communication and access is followed by sections on budget development and options for integrating communications systems into the curriculum. Final remarks focus on planning and administrative priorities. (LAL)

Hoot, James L.
Computers and Very Young Children: Educational Promise and Problems.
PUB DATE- 10 Oct 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Computer Literacy; Early Childhood Education; *Educational Innovation; *Educational Needs; *Microcomputers; *Programing; *Writing Skills; *Young Children

Computer technology has nearly infinite potential for expanding the minds of children. However, at present a great discrepancy exists between what this tool for the mind is capable of doing and what child care centers, schools, and society allow it to do. Two computer-related activities that may be implemented with very young children are (1) developing programing abilities and (2) using word processing computer systems to develop writing abilities. Although prior to 1980 interactive programing was largely inaccessible to adults as well as children, researchers using languages such as Papert's LOGO now demonstrate that computers are a medium through which children can be generators of information rather than merely recipients. Word processing appears to have a great deal of promise for supporting a shift in the teaching of writing toward an emphasis on prewriting, composing, and rewriting (three major processes used by effective writers). While the educational potential for computer use is gaining widespread support, a number of serious drawbacks associated with this technology need to be addressed by early childhood educators; such drawbacks include an absence of supportive research, the poor quality of software programs, fear of computers, and lack of computer literacy among early childhood personnel. (RH)

ED 235 956 RC 014 394

Moore-West, Maggi; Lucero, Susan

Women Students In Rural Communities: A Preliminary Report.

PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Clinical Experience; Community Attitudes; *Females; Field Studies; Graduate Study; Higher Education; *Medical Students; *Personality; Physicians; Practicum Supervision; *Primary Health Care; Role Models; *Rural Areas; Social Support Groups
IDENTIFIERS- University of New Mexico School of Medicine

Personality and a social support system are two factors that may influence women medical students' choice of a rural primary care specialty. The 2-year study of 11 University of New Mexico School of Medicine women students engaged in 4-month rural primary care preceptorships included interviews and a personality inventory. Three women had generally positive rural preceptorships. They felt accepted by the community and by their preceptors. These women accepted themselves easily as competent physicians and were "judging" types, making fast decisions depending on routine and organization. Five women had mixed experiences. They felt somewhat abandoned by what they considered an unsupportive medical school and they were less integrated into the community. Several of the women commuted home on the weekends, removing themselves even more from the rural community social structure. School-family conflicts caused some to withdraw. Three women had negative experiences. Alone in extremely conservative communities, their isolation was severe. They had no community contact and little preceptor contact outside of work. All three felt inadequate and depressed and their self-esteem suffered. Researchers concluded that women in rural health care need contact with the formal health care system and with appropriate role models. (SB)

ED 235 970 RC 014 410

Wallace, Stephen; And Others
Navajo Changes--A History of the Navajo People = Dinetahgi Lahgo Ahoodzaa--Dine Bahane. Fifth-Eighth Grade Navajo Bilingual Bicultural Social Studies Curriculum.
Rough Rock Demonstration School, Ariz. Navaho Curriculum Center.

SPONS. AGENCY- Office of Elementary and Secondary Education (ED), Washington, DC. Indian Education Programs.
REPORT NO.- ISBN-0-936008-22-9
PUB DATE- 83
LANGUAGE- English; Navajo
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTIONS- American Indian Culture; *American Indian Education; *American Indian History; American Indians; Bilingual Instructional Materials; Elementary Education; *Ethnic Relations; *Federal Indian Relationship; Legends; Multicultural Education; Oral History; *Social Studies; United States History
IDENTIFIERS- Creation; *Navajo (Nation)

The Navajo bilingual-bicultural social studies curriculum for grades 5-8 contains six chapters of Navajo history. The chapters trace Navajo history beginning with legends of the first Navajos and life in Dinetah and continuing through early contact with the Spaniards, conflict and defeat at the hands of the United States government, and the establishment of the reservation, to the changes taking place today. The bilingual chapters are presented with the Navajo text above and the English below, and are illustrated with black and white maps, drawings, and photographs. Following each chapter is a Navajo-English vocabulary list. (SB)

ED 235 998 SE 043 166

Gifford, Bernard R.
Addressing the Crisis in Precollegiate Mathematics and Science Education.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Educational Improvement; Educational Quality; Educational Trends; Elementary Secondary Education; Employment Opportunities; Federal Aid; Higher Education; Incentives; *Mathematics Education; Mathematics Instruction; *Professional Recognition; School Business Relationship; *Science Education; Science Instruction; Summer Science Programs; *Teacher Improvement; *Teacher Shortage

The current crisis in the quality and instruction of pre-college mathematics/science education is acknowledged to be one of the major problems confronting American education. Such future demographic changes as increasing numbers of immigrant and minority-group students in the school population will make the crisis more acute. Many factors need to be examined in an attempt to resolve the crisis, in particular those related to the shortage of science/mathematics teachers. These include low starting salaries, teachers being cut off from new disciplinary developments within a few years after entering the classroom, and the low prestige of pre-college science/mathematics teachers within the science community. Since the crisis cannot be "solved," solutions to smaller problems are offered. To increase the flow of highly qualified/enthusiastic science/mathematics teachers, establishment of incentives to encourage and the use of advanced, pedagogically qualified graduate students as part-time teachers in secondary schools is recommended. Hiring scientists/technicians to teach in schools of education is also recommended to help keep mathematics/science instruction and instructors current with changing developments; National Science Foundation-supported summer programs and provision of summer employment opportunities for teachers in university-industry research facilities are also recommended to achieve this goal. (JN)

ED 236 040 SE 043 322

Kolb, James A.
Marine Science Activities, Grade Six.
Educational Services District 114, Marine Science Center, Poulsbo, WA.
SPONS. AGENCY- Washington Office of the State Superintendent of Public Instruction, Olympia.
PUB DATE- 79
AVAILABLE FROM- James A. Kolb/Marine Science Center, 17771 Fjord Drive, NE, Poulsbo, WA 98370 ($25.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Animals; *Elementary School Science; Environmental Education; Grade 6; Intermediate Grades; *Marine Biology; *Marine Education; Measurement Equipment; *Oceanography; Physical Environment; *Science Activities; Science Education; Science Equipment; Units of Study; Water
IDENTIFIERS- *Aquariums

This unit, one of a series designed to develop and foster an understanding of the marine environment, presents marine science activities for grade 6 students. The unit is divided into the following sections: (1) Pagoo (story of a hermit crab); (2) introduction to marine environments; (3) salt water environment; (4) sea water investigations; (5) physical features of the marine environment; (6) oceanographic instruments; (7) beach environmental conditions; (8) biological environment; and (9) understanding the environment. Each section has a student text with related activities. Each student text is preceded by a teacher section containing hints on how to use the section, additional information, and items requiring advanced planning. Each activity is also preceded by a teacher background section providing additional information about the activity, including teaching hints and answer key for activities. Important vocabulary words/terms are listed in the teacher background sections; they are also underlined in the student text. Activities are designed to enhance reading as well as investigational skills; several activities provide practice in mathematics skills. Although all activities can be modified to suit individual needs or used "as is," it is strongly recommended that they be performed along with the readings/discussions found in student text material. (JM)

ED 236 097 SO 015 102

Betres, James J.
The Status of Secondary Social Studies Education in Selected Rhode Island Public High Schools.
Rhode Island Coll., Providence. Dept. of Elementary Education.; Rhode Island Social Studies Association, North Providence.
PUB DATE- Sep 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Department Heads; Departments; *Educational Assessment; Educational Objectives; Educational Research; Instructional Materials; Program Content; Program Evaluation; Public Schools; Role Perception; Secondary Education; *Secondary School Curriculum; *Social Studies; Teacher Administrator Relationship; Teacher Attitudes; Teacher Background; Teacher Education; Teaching Methods
IDENTIFIERS- *Rhode Island

Data on secondary social studies education in Rhode Island public schools are analyzed. Of 36 schools contacted in 1982-83, 25 department chairpersons and 154 teachers responded to questionnaires covering professional background, chairperson role perceptions, faculty program perceptions, departmental offerings, and instructional techniques and materials. Major problems perceived by department heads were inadequate resources, adversarial relationships with administrators, evaluation problems, and enrollment declines. Chairpersons identified their departments' major strengths as excellent faculty and curriculum offerings, and weaknesses as program coordination, chair-staff relations, and resources. Faculty finding revealed an older, well-educated staff: 25% had 11-14 years of experience, 4% had 1-5 years experience, and 74% had a Masters degree. Respondents indicated satisfaction with textbooks, text selection procedure, and departmental learning objectives. Survey results concerning techniques and materials indicated significant patterns. Lecture with questions or discussion was the predominant teaching method, with a majority of teachers indicating that they seldom or never used library work, problem solving, or current news sources. The report includes tables of data, chair and faculty questionnaires, and lists of program objectives. (LP)

ED 236 129 SP 023 103

Minimum Requirements for State Certificates.
Illinois State Board of Education, Springfield.
PUB DATE- Aug 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTIONS- Academic Records; *Administrator Qualifications; Bilingual Teachers; *Credentials; *Educational Certificates; Elementary School Teachers; Higher Education; School Personnel; Secondary School Teachers; Special Education Teachers; *State Standards; Substitute Teachers; *Teacher Certification; *Teacher Qualifications; Teacher Transfer; Transfer Policy
IDENTIFIERS- *Illinois

This handbook presents information on the minimum requirements for teacher certification in the state of Illinois. Requirements are listed for: (1) certification by transcript evaluation; (2) application procedures for individuals with foreign credentials; (3) qualification of teachers--utilization of certificates; (4) waiver of additional student teacher experience for experienced teachers; (5) standard elementary and secondary certificates; (6) standard special certificate; (7) early childhood certificate; (8) provisional vocational and temporary provisional vocational certificates; (9) provisional certificates; (10) substitute certificates, and (11) and general certificates. General information regarding certification is provided and covers such items as fees, lapsed certificates, and acceptable credits. Requirements are also listed for certification of school services personnel and administrators, as well as for the transitional bilingual certificate. A list is provided of Illinois colleges and universities recognized for teacher education by the Illinois State Board of Education. Since all certificates must be processed through the regional superintendent of schools, a list containing the names of the superintendent and assistant superintendent in each region, addresses, and telephone numbers is included. (JD)

ED 235 737 HE 016 717

Student Recruitment and Retention in Small Colleges: Colleges of Pride, Determination, and Optimism. A Study of The Brunswick Foundation's Small College Program.

Brunswick Foundation, Inc., Skokie, IL.
PUB DATE- Oct 82
AVAILABLE FROM- The Brunswick Foundation, One Brunswick Plaza, Skokie, IL 60077.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Academic Persistence; Ancillary School Services; Dropout Prevention; Grants; Higher Education; Marketing; *Needs Assessment; Philanthropic Foundations; Private Financial Support; Recognition (Achievement); *School Holding Power; School Orientation; School Surveys; *Small Colleges; Student Needs; *Student Recruitment
IDENTIFIERS- *Brunswick Foundation Small College Program

Student recruitment and retention at small colleges are considered, and Brunswick Foundation's Small College Program is described. An overview considers problems of small colleges (those with enrollments of 2,000 and less), and the Foundations's approach to meeting the needs of small colleges. The Foundation's Small College Program, which provides grants to reward colleges undertaking exceptional action programs, is outlined in terms of criteria for participation and program components. The Foundation's surveys to determine the main concerns of small colleges are described, and examples of typical survey questions and responses by college presidents are provided. Views of the Foundation on recruitment and retention issues facing small colleges are briefly explained. Additionally, small colleges' responses to the Foundations's recruitment/retention surveys are examined, based on a university team's analysis of survey results. Specific issues that are addressed include: market research, recruitment by the admissions office and auxiliary recruiters, meeting student needs through incentives and curriculum changes, student orientation, academic and social support, dropout prevention, and exit interviews. Content analysis procedures and results are also covered. (SW)

ED 235 838   IR 050 496

Buchanan, Holly Shipp; And Others
Development of a Hospital Library Survey: A KOMRML Committee Approach. Kentucky-Ohio-Michigan Regional Medical Library Papers and Reports, No. 19.
Kentucky, Ohio, Michigan Regional Medical Library, Detroit, Mich.
SPONS. AGENCY- National Library of Medicine (DHHS/NIH), Bethesda, Md.
PUB DATE- Dec 82
CONTRACT- NIH-71-4711
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- *Hospitals; *Library Materials; Library Networks; *Library Personnel; Library Planning; *Library Services; Library Surveys; *Medical Libraries; Questionnaires; State Surveys; Tables (Data)
IDENTIFIERS- Kentucky; *Library Statistics; Michigan; Ohio

In 1980 a survey was conducted of 600 hospital libraries within the Kentucky-Ohio-Michigan Regional Medical Library (KOMRML) Network (Region V of the National Library of Medicine's RML Program) in order to gather managerial information on library users; facilities; holdings; procedures; services; administration; personnel; budget; expenditures; and the type, size, and educational programs of the hospital served. A total of 360 questionnaires were returned, achieving a return rate of 60%. This preliminary report describes the need for managerial information in hospital libraries, the objectives of the survey, and the methodology used. It is noted that major results and conclusions are not included and that they will be the subject of forthcoming data analyses. Extensive appendices present a sample questionnaire, a compilation of numerical and percentage responses to each question on the survey, and a series of tables containing preliminary descriptive statistics. The tables present correlation scores among selected survey questions; data on salary distributions, the educational level of the person responsible for the library, and the hospital training programs offered; and ranked listings by state for selected criteria related to 174 hospital libraries (48% of respondents). (ESR)

ED 235 913 PS 013 926

Slotnick, Carol Fisher
Spontaneous and Provoked Class Sorting Behavior among Autistic and Normal Children.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Autism; *Classification; *Cognitive Ability; Cognitive Measurement; Comparative Analysis; Nonverbal Tests; *Young Children
IDENTIFIERS- *Toddlers

To provide a differentiated characterization of autistic children's logical deficits, a non-verbal, microanalytic method designed for infants and young children was used. Subjects were 12 autistic children ranging in age from 5 to 7 years and a control group of 12 normal children ranging in age from 23 to 30 months. Subjects were given two classification tasks: a one-dimensional and a two-dimensional task. Each task began with a free-play condition followed by provoked sorting and modeling conditions. Autistic and control children were matched on the basis of their ability to sort classes based on similarity in a free-play condition of the one-dimensional task. Comparisons were then made on other aspects of their free-play activity and on their performance in the provoked and modeling conditions in both tasks. This paper reports results of a comparison of subjects' activities in the provoked sorting conditions. Autistic children were found to be greatly delayed in their logical development. They were unable to coordinate the construction of two classes simultaneously. Autistic children engaged in fewer relevant sorting placements than normal children. In contrast, however, when only the relevant sorting placements were considered, autistic children produced a higher percentage of correct classification placements than controls. Results suggest that the autistic children accommodated more to the classification structured of the objects to be sorted than did the normal children in the conditions containing objects with multiple perceptual attributes. Implications of the findings are discussed. (RH)

ED 235 942 RC 014 366

Teunissen, J. M. F.
Case Study on Television as a Meeting Place (Federal Republic of Germany). The CDCC's Project No. 7: "The Education and Cultural Development of Migrants."
Council for Cultural Cooperation, Strasbourg (France).
SPONS. AGENCY- Council of Europe, Strasbourg (France).
REPORT NO.- DECS/EGT-(83)-8
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Audiovisual Aids; Case Studies; *Children; Childrens Television; Cultural Influences; Elementary Secondary Education; Family Involvement; Foreign Countries; *German; Immigrants; Learning Modules; *Migrant Education; Oral Language; Program Evaluation; *Second Language Instruction; Second Language Learning; Teacher Role; Teaching Guides; *Telecourses
IDENTIFIERS- *Turks; *West Germany

A report describes "Television as a Meeting Place" (TMP), a series of sixteen 30-minute television programs/modules. TMP concentrates on enhancing the acquisition of German as a second language for the approximately 200,000 young immigrant children 7 to 10 years old, particularly Turkish children, living in the Federal Rupublic of Germany. The target population is extremely heterogeneous, ranging from German-born Italian or Yugoslav children to Turkish children who have come to Germany after their seventh year. TMP aims primarily at development of oral language skills, particularly active listening skills and productive language mastery, to give children language tools they can use directly in contact situations they may encounter frequently. The TMP modules evaluated in this case study each consists of a 15-minute course unit, structured in short blocks of 2.5 minutes each; a 15-minute course film, telling a story that the learner can retell/replay or finish in his or her own words or role play; and teacher's guide, intended for those without special training in teaching second languages. The teacher's guide describes different classroom uses of the modules. TMP was first broadcast in 1979-80 and evoked positive reactions from teachers and Turkish families; a revised version, prepared in response to teachers' evaluations, was first broadcast in 1981-1982. (MH)

ED 235 984 RC 014 430

Schwalbe, Michael L.; And Others
Partnership for Rural Improvement: The Management for Transition. Annual Report 1981-1982.
Partnership for Rural Improvement, Pullman, Wash.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, Mich.
PUB DATE- Jul 82
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Administrative Change; Agency Cooperation; Change; Community Development; Community Services; Coordination; *Economic Climate; Fellowships; Higher Education; Internship Programs; *Linking Agents; Models; Organizational Development; *Program Administration; Program Descriptions; Program Evaluation; Rural Areas; *Rural Development
IDENTIFIERS- *Partnership for Rural Improvement; Task Force Approach; Walla Walla Community College WA; Washington

Despite challenging financial conditions in 1981-82, the Partnership for Rural Improvement (PRI) continued its traditional emphases on project development, organizational development, interorganizational coordination, and training and education as well as its newer emphases on task forces, community education, internships, community service fellowships, and model diffusion. Three major changes challenged PRI's management during the year. The PRI administration turned over in 1981-82 as did the administrations of various agencies and partner organizations. Also, organizations requesting PRI's help marked a new trend in collaboration by beginning to submit requests for organizational development assistance rather than for help in delivering a service more effectively. Finally, task force activities became largely sub-regional with some exceptions for regional efforts. From the new federalism PRI sensed four themes emerging to affect its operations in 1982-83: assistance to volunteer organizations, program planning with agencies trying to become more efficient to offset budget restrictions, efforts to provide outreach services, and movements toward community self-reliance. PRI intended to focus on model diffusion and new applications for management and leadership development and requested funding of $405,948 from the Kellogg Foundation. (SB)

ED 236 012 SE 043 291

Boe, Robyn; And Others
Toward Solutions: The Work of the Biology Action-Research Group. Learning in Science Project. Working Paper No. 29.
Waikato Univ., Hamilton (New Zealand).
PUB DATE- Nov 81
AVAILABLE FROM- University of Waikato, Science Education Research Unit, Hamilton, New Zealand.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142) Reports - Research/Technical (143)
DESCRIPTIONS- Animals; Biology; Cognitive Processes; Comprehension; *Concept Formation; Concept Teaching; *Curriculum Development; Elementary School Science; Elementary Secondary Education; Learning; *Material Development; Science Activities; Science Education; *Science Instruction; Scientific Concepts; *Secondary School Science; Teaching Methods
IDENTIFIERS- *Learning in Science Project; *New Zealand; Plants (Botany); Science Education Research

Many students, even after formal science instruction, have not developed a scientifically acceptable concept of "living," "animal," or "plant." Therefore, as part of the action-research phase of the Learning in Science Project, a working group was formed to explore (with teachers) some possible strategies aimed at modifying students' current concepts toward scientifically acceptable ones. The goal was not to create specific strategies to teach a scientifically acceptable concept, but to set up a learning environment which forces students to challenge their own concepts, and eventually finding them to be inadequate, to see the need to modify them. A survey of student concepts was conducted before and after teachers used materials developed (including detective puzzles and classification/categorization activities). Results indicate increases in the number of students using the scientific meanings of the concepts after the teaching unit. Four implications for science instruction are discussed, including the suggestion that focusing on characteristics of living things, plants, and animals be left until advanced secondary levels. (Included in appendices are highlights of major findings from exploratory/in-depth phases, details of the action-research phase, sample pages from the teaching activities booklet, and graphical representation of pre-/post-survey results.) (JN)

ED 236 026 SE 043 307

Tasker, Ross, Ed.; Lambert, John, Ed.
Science Activities: Specific Problems--Some Solutions. Learning in Science Project. Working Paper No. 48.
Waikato Univ., Hamilton (New Zealand).
PUB DATE- Nov 81
AVAILABLE FROM- University of Waikato, Science Education Research Unit, Hamilton, New Zealand.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142) Reports - Research/Technical (143) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Comprehension; *Concept Formation; Concept Teaching; *Curriculum Development; Elementary School Science; Elementary Secondary Education; Learning; *Science Activities; Science Education; *Science Instruction; *Secondary School Science
IDENTIFIERS- *Learning in Science Project; *New Zealand; Science Education Research

The Learning in Science Project established that children from a young age construct out of their everyday experiences views which they use to explain their world and that these views are remarkably resistant to replacement by scientifically more useful views. Although science lessons tend to be based upon activities which are designed by teachers and textbook writers to establish specific scientific viewpoints, experience with these activities does not have the intended influence for many children. Their views, if changed at all, are not changed in the expected way; they remain unaware or unimpressed by the scientific viewpoint. Provided in this paper are six reports from teachers on strategies (developed or used in response to particular problems identified by the Learning in Science Project which increase the likelihood that a science learning experience does indeed provide the particular intellectual challenge that is intended. Each report includes: problem area; teacher's thinking related to problem and solution offered, instructional strategy(ies); impact of the strategy(ies) on students; and editor's comment linking the report to other aspects of the Science Activities Action-Research Group. Also included are three checklists: for planning science activities, for evaluating a science activity, and for student evaluation of a science activity. (JN)

ED 236 069 SO 015 048

Switala, William J.
A Program in American and Pennsylvania Studies.
Pennsylvania Council for the Social Studies, Philadelphia.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Achievement; *American Studies; Course Content; *Curriculum Development; Educational Objectives; Elementary Secondary Education; Evaluation Methods; Grade 4; Grade 5; Grade 9; Grade 10; Guidelines; *Interdisciplinary Approach; *State History; *United States History
IDENTIFIERS- *Pennsylvania

Guidelines to help elementary and secondary educators in Pennsylvania teach U.S. history and Pennsylvania state history are presented. Educators in other states can also use or adapt the guidelines. The first part of the guide contains educational objectives for Pennsylvania state history in the fourth grade and for U.S. history in the fifth grade. For the junior-senior high school level, a planned course of study is presented. It is recommended that an American studies program, consisting of U.S. history and Pennsylvania state history, be taught in grades 9 and 10; grade 9 beginning with the first native Americans and concluding with the end of the Civil War, and grade 10 covering the reconstruction period to the present. Reasons for this "back to back" sequence are presented. Provided for the overall secondary level program are objectives, a content outline for each level, expected levels of achievement, and procedures for evaluation. A matrix comparing objectives of this program to the Goals for Quality Education in Pennsylvania concludes the publication. (RM)

ED 235 780 IR 010 853

O'Bryan, Kenneth G.
The Project Team in Instructional Television.
Corporation for Public Broadcasting, Washington, D.C.
REPORT NO.- ISBN-0-89776-084-0
PUB DATE- 83
AVAILABLE FROM- Publications Sales, Office of Corporate Communications, Corporation for Public Broadcasting, 1111 16th St. NW, Washington, DC 20036 ($7.00 per copy prepaid).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Cooperative Planning; Decision Making; *Educational Television; Guidelines; *Interprofessional Relationship; Material Development; *Occupational Information; Production Techniques; *Staff Role; *Teamwork

Designed for instructional television (ITV) policy makers and funders, students and their teachers in communications faculties, and ITV project team members, this manual defines the makeup of an ITV project team and the particular and essential roles played by educators and television production staff as the project develops. Advice is given on how to avoid destructive conflict while nurturing creative conflict, and a model is presented which assumes that every task has a particular art, science, or technology associated with it. Each specialist's relationship to other team members is articulated throughout four production process phases: (1) conception through the first draft script, (2) final scripting, (3) production, and (4) post-production and utilization. Project team members discussed are the project leader, instructional designer, academic specialists, researcher, producer, director, utilization specialist, writer, and supporting technical and project staff. The tasks and interactions of the major team members are analyzed in depth, including characteristics, roles, relationships, and new, job-related techniques. Briefly-stated conclusions complete the guide. (LMM)

ED 235 824 IR 050 482

Brown, Marion, Comp.; And Others
Problem Patron Manual.
Schenectady County Public Library, NY.
PUB DATE- Dec 81
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTIONS- Accidents; *Antisocial Behavior; Censorship; Guidelines; Library Material Selection; *Problems; *Public Libraries; Records (Forms)
IDENTIFIERS- *Library Procedures; *Library Users

This document presents guidelines for handling disruptive behavior in the Schenectady County Public Library (New York). Specific responses are listed for dealing with questions about library selection policy and sudden patron illness or injury. Also listed are responses to problem situations involving angry or irate patrons, assault or physically threatening patrons, chatty patrons who distract staff members, disruptive children, unattended or lost preschool children, the consumption of food or beverages in the library, disruptive patron behavior, patrons dependent on drugs or chemicals, drunks, emotionally/mentally disturbed patrons, patrons with bare feet or who place feet on tables or chairs, loiterers, panhandlers or solicitors on library premises, persons who bring pets into the library, purse snatchers, sexual deviants, sleeping patrons, "smelly" patrons, smokers, suspicious behavior, teenage gangs, theft of library materials or property, vandalism, and verbal abuse. A list of useful telephone numbers and information on the library chain of command is provided. Appendices present helpful hints on dealing with problem behavior; information on legal responses to problem behavior and self-defense techniques; sample forms used for staff reports of accidents, disturbance, or vandalism, or for patron requests for reconsideration of library materials; and sample flyers listing the rules of the library. A subject index is provided. (ESR)

ED 235 867 JC 830 497

Model for Contingency Contracting.
Prince George's Community Coll., Largo, MD. Dept. of Human Development.
PUB DATE- 1 Jul 83
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- College Planning; *Counseling Services; Counselor Role; *Program Development; *Program Evaluation; *Self Evaluation (Groups); *Staff Utilization; *Student Personnel Services

The Department of Human Development at Prince George's Community College has developed a contingency contracting model for the department's counseling and student services which presents planning and evaluation as interrelated parts of the same process of self-imposed accountability. The implementation of the model consisted of: (1) planning processes; (2) assessment of college and community needs; (3) deductive development of departmental goals and objectives based on the defined needs; (4) definitions of the functions of student development staff, including student advising, individual counseling, crisis intervention, health services, staff development, faculty liaison, college articulation, institutional maintenance, special programs, and new program development; (5) projection of staff requirements for each function; (6) participation of staff members in the allocation of their time based on personal interests and departmental requirements; and (7) program and staff evaluation. The bulk of the report consists of appendices detailing the various elements of the contingency contracting model and providing relevant planning and evaluation forms. (LAL)

ED 235 883 PS 013 846

Tyler, Ralph W.
If Not I.Q. - What?
PUB DATE- 18 Sep 80
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Achievement Tests; Elementary Secondary Education;
*Intelligence Tests; Occupational Tests; Psychological Testing;
*Standardized Tests; *Test Bias

The use of psychological and educational tests in World War I led to their adoption in schools for testing intelligence and achievement in order to classify students academically according to a national norm. After World War II, rapid changes in occupational and social structure demanded the education and identification of students for employment. As educational conditions changed, it became evident that several untenable assumptions had been made regarding standardized tests (for example, the assumption of difference between measured intelligence and achievement, and the assumption of the normal distribution of tested behaviors in the population). Civil rights movements sought out bias and discriminatory practices regarding intelligence and aptitude tests. This process led the Supreme Court of California to ban the use of intelligence tests in their public schools. In the past, the results of intelligence tests have been used for four major purposes: (1) to predict the educational, occupational, and social potential of the individual; (2) to help the child and the parents plan for the child's education and career in terms of "realistic" goals; (3) to assign the child to a particular educational or training program or track; and (4) to indicate the appropriate environment in which a child with a low I.Q. should be placed. These tests no longer serve to provide information that can help in planning for the continuous development of human beings. Useful data can be obtained, however, and time and effort involved in collecting comprehension information may be reduced as experience and experiments reveal more economical means of assessment. (BJD)

ED 236 084 SO 015 072

Media Resources: Secondary Art (8-12).
British Columbia Dept. of Education, Victoria. Curriculum Development Branch.
REPORT NO.- ISBN-0-7719-9158-4
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTIONS- *Art Education; Audiotape Recordings; Ceramics; Curriculum Development; *Educational Media; Educational Resources; Filmstrips; Graphic Arts; High Schools; Instructional Films; *Instructional Materials; Media Selection; Multimedia Instruction; Painting (Visual Arts); Resource Materials; Sculpture; Videotape Recordings; Visual Arts
IDENTIFIERS- Drawing; Media Use; Textiles

This resource guide is intended to provide information on films, videotapes, filmstrips, audio-cassettes, and other related materials that can be used as teaching aids to support and enhance the high school art curriculum. The guide provides titles, the format(s) in which material is presented, the source of the material, and a short description of the contents. Where relevant, some suggestions are made regarding appropriate instructional level (foundations, basic, advanced) and special learning outcomes. The titles are alphabetically grouped into three parts. Part 1, media resources, presents 6 sub-sections on foundations and the visual expression areas, ceramics, drawing and painting, graphics, sculpture, and textiles. Part 2 discusses themes of media resources and includes 6 sub-sections entitled Circuses, Fairs, and Carnivals; The Figure; Main Street and the Built Environment; Phantasmagoria; The Sun; and Trees. The final section presents additional resources relating to the foundations and visual expression areas of the curriculum. Because of the varied nature of the foundations levels of study, titles in Parts 1 and 3 are cross-referenced. The titles in Parts 1 and 2 are available from the Provincial Educational Media Centre; the titles in Part 3 are available from a variety of sources. (LH)

ED 235 752 HE 016 732

Colley, Sanford
Education of the Whole Person: A New Look at an Old Priority.
PUB DATE- 3 Oct 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Affective Objectives; College Curriculum; *College Role; Educational Objectives; Educational Philosophy; Emotional Development; Higher Education; Humanistic Education; Human Relations; Interpersonal Competence; Research Methodology; *Student Development; *Values Education

The education of the whole person and the noncognitive dimensions of curriculum and teaching methodology are considered. Attention is also directed to the methods of scholarly research that may be employed in investigating this area of learning. Terms that have been used to describe affective development or a combined approach to cognitive and affective learning are identified (e.g., humanistic education, developmental education). It is noted that affective education is concerned with both intrapersonal and interpersonal development. The following research approaches that would be employed by social scientists in exploring education for the whole person are described: historical research, descriptive research, and experimental research. Conclusions include the following: the efficacy of values clarification exercises and programs of human development are not consistently supported by empirical research; this lack of support may reflect the inadequacy of using empirical research techniques to assess affective learning; and public schools and teacher education programs should provided experiences to develop interpersonal and human relations skills. Affective learning at University of Montevallo is also briefly addressed. (SW)

ED 235 766 HE 016 754

Oversight Hearing on Student Aid Forms. Hearing Before the Subcommittee on Postsecondary Education of the Committee on Education and Labor. House of Representatives, Ninety-Seventh Congress, Second Session.

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

PUB DATE- 18 Mar 82

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Legal/Legislative/Regulatory Materials (090) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTIONS- College Students; Compliance (Legal); Data Collection; Eligibility; *Federal Aid; Federal Legislation; *Fees; *Financial Aid Applicants; *Hearings; Higher Education; Low Income Groups; Need Analysis (Student Financial Aid); *Records (Forms); Student Costs; *Student Financial Aid

IDENTIFIERS- Application Forms; Congress 97th; *Financial Aid Form; Higher Education Act Title IV

Hearings on the charging of processing fees to low- and middle-income students who apply for federal student assistance under Title IV of the Higher Education Act are presented. Attention is focused on whether the Department of Education's decision to eliminate the "check-off" option from the forms provided by the major processors violates the intent of Congress to make federal aid available without charge. This check-off option allows students to indicate that they are applying only for federal aid. The 1982-1983 Financial Aid Form (FAF), sponsored and processed by the College Scholarship Service, not only excludes the check-off option but does not mention that there is no fee for applying for federal aid or that there is an alternative form available for which no fee is required. The Department ruled that an institution and/or state agency might require additional data elements to determine eligibility for nonfederal aid, and that students could be charged fees for the collection and analysis of such data. The new multiple data entry mechanism allows students to apply for state, institutional, and federal funds with one form. The 1981-1982 and 1982-1983 versions of the FAF and the Basic Grant Application Form are provided. (SW)

ED 235 795 IR 010 872

Trueman, D.
Telidon and Computer Assisted Learning - A Report on the First Experiment Using Telidon for CAL.
PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Academic Ability; *Autoinstructional Aids; *Computer Assisted Instruction; Foreign Countries; Geometry; High School Students; *Individualized Instruction; *Intermode Differences; *Mathematics Instruction; Media Research; Secondary Education; Teaching Methods; Video Equipment; *Videotex
IDENTIFIERS- Interactive Systems; Ontario; *Telidon System

As part of the TV Ontario Telidon and Education Field Trials, a study was made of the application of the Telidon videotex systems to computer-assisted learning (CAL), including the future directions of these applications and differences in achievement between advanced and general-level students. Subjects were 129 middle- to upper-middle, ninth-year mathematics students in Burlington (Ontario), who used a CAL module based on the general mathematics course outlined by the Ontario Ministry of Education. Within the student sample were two control and two experimental groups, one of each in the general level and advanced level programs. Control groups received a lesson on the transformational geometry topic of dilatations through a traditional socratic method and chalkboard presentation, while the experimental groups used an individually paced module presented on the video screen. Posttest results showed little difference (2%) in achievement for the two control groups. In the experimental groups, the advanced level group was significantly superior (15%) to the general level. The teacher-led group in the general level did 12% better than the Telidon group, while the advanced level Telidon group performed 1% better on the average than the teacher-led group. (Author/LMM)

ED 235 809 IR 050 466

Fikes, Robert, Jr.; And Others

Trends in Faculty Status for Librarians, with Special Emphasis on Academic Libraries in California.

PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Academic Libraries; Employment Qualifications; Higher Education; Leaves of Absence; *Librarians; Professional Continuing Education; *Professional Development; Promotion (Occupational); Research; Tenure
IDENTIFIERS- *California; *Faculty Status; San Diego State University CA

This paper briefly discusses trends since the mid-1960's and the situation as of 1981 with regard to faculty status for academic librarians, particularly in California. Issues mentioned include working the academic as opposed to the calendar year, promotion, job qualifications, tenure, sabbatical leaves, research requirements, writing for publication, and continuing education. Following a review of the literature concerned with faculty status in academic libraries, a description is provided of progress made in this direction at San Diego State University since 1966. Subsequent sections review faculty status in academic libraries in the California State University (CSU) and Colleges system, in California's junior colleges and private colleges and universities (particularly the University of the Pacific in Stockton), and in the University of California (UC) system. It is concluded that progress toward faculty status is continuing and that this progress is not likely to dissipate in the foreseeable future, especially in California. (ESR)

ED 235 853 JC 830 474

Wheeler, Heijia L.

Computerized Testing and Feedback for Faculty and Curriculum Development.

PUB DATE- Oct 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Descriptive (Program/Project Descriptions) (141)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Community Colleges; *Computer Assisted Testing; *Curriculum Development; Faculty Development; Feedback; *Item Analysis; Item Banks; *Standardized Tests; Teacher Effectiveness; *Test Construction; Two Year Colleges
IDENTIFIERS- *Santa Fe Community College FL

At Santa Fe Community College, the development of a biology course and departmental final examination was accomplished in the following stages: (1) faculty reached consensus on course content, major objectives and sub-objectives; (2) faculty contributed final examination questions corresponding to the 10 major course topics to a pool for review and, pending faculty approval, to a computerized test bank; (3) a computer program was used in the selection of items from the test bank, in coding the items for various purposes, and in inputting essay exam answers; (4) a single departmental final examination was generated from the bank of questions; (5) exam results were analyzed to assess test reliability and the difficulty of each item; (6) information from the item analysis was used to edit or delete poor questions; and (7) faculty received a breakdown of test results providing mean student scores. The other core courses in Santa Fe's general education program underwent a similar development process, leading to the following conclusions: testing systems should be developed along with the curriculum rather than being externally imposed; faculty acceptance of the use of computers in instruction is important; and item analyses should be shared with faculty. The bulk of the report consists of instructions for faculty on using the testing system and samples of exam analyses. (LAL)

ED 235 898 PS 013 901

Blackwelder, David E.; And Others
Effects of Boys' Improving, Deteriorating, and Stable Learning Performances on Their Mothers' Administration of Rewards and Punishers.
PUB DATE- Mar 79
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Discipline; Failure; Males; *Mothers; Parent Child Relationship; *Punishment; *Rewards; *Sons; *Success; *Young Children

A study was conducted to investigate the influence of systematic trends in the successfulness of children's performance upon subsequent parental disciplinary actions. A total of 30 mothers 24 to 45 years of age and their sons, ages 4 to 7.5 years, participated. Mothers were provided with predetermined sequences of trial-by-trial information about their sons' successes and failures on learning tasks. This predetermined information made it appear to mothers that their sons were doing progressively better, worse, or that there was no systematic change in performance. Effects of these performance trends on the amount of reward and punishment mothers administered were measured. Findings indicated that systematic trends in children's responses exert differential control over mothers' rewarding and punishing behaviors. Particularly, results indicated that each different trend in success rate had unique effects on maternal reward and punishment. It was found that (1) a stable success rate had no systematic differential effects on either reward or punishment, (2) performance that improved over trials led to increases in the mother's rewarding but did not influence her punishing, and (3) a child's deteriorating performance occasioned increases in both maternal rewarding and punishing. (RH)

ED 235 929 RC 013 931

Eiselein, E. B.
Native American Ascertainment: Three Reports on Serving Native American Broadcast Needs.
Native American Public Broadcasting Consortium, Lincoln, Neb.
SPONS. AGENCY- Corporation for Public Broadcasting, Washington, D.C. Office of Communication Research.; John and Mary R. Markle Foundation, New York, N.Y.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *American Indians; *Broadcast Industry; Commercial Television; Comparative Analysis; *Information Needs; *Needs Assessment; News Reporting; *Organizations (Groups); Programing (Broadcast); Public Television; *Tribes
IDENTIFIERS- Public Radio

Public radio and television stations and Native American organizations and tribes viewed Native American media and information needs differently, according to mail surveys (done in 1981) of 109 tribes, 140 organizations, 103 radio stations, and 75 television stations. Survey results indicated that most tribal and organizational leaders found radio and televison coverage of Native American events and concerns inadequate. They preferred tribal newspapers and council meetings as information sources about Native American issues. Although 55% of the tribes received between one and five television channels, 70% received public television, and 26% received public radio, few received any native language programming. Organizations wanted special programming that avoided stereotypes and negative images of Native Americans for reservation and rural Indians. Tribes wanted special programming for children aged 6-12 and thought that broadcasters could best serve Native Americans by providing in-depth news coverage. Public television stations were equally divided on the issue of providing general or special programming for Native American audiences, but most responding radio broadcasters favored general programming. Although most surveyed broadcasters had Native Americans in their audiences and a large majority aired programs about Native Americans, only about a third aired programs for Native Americans. (SB)

ED 235 957 RC 014 396

Toro, Leonor; And Others
What's Happening in November?
Connecticut State Migratory Children's Program, New Haven.
SPONS. AGENCY- Hamden-New Haven Cooperative Education Center, Conn.
PUB DATE- Nov 83
AVAILABLE FROM- Ethnic/Arts Migrant Project, Hamden-New Haven Cooperative Education Center, 1450 Whitney Ave., Hamden, CT 06517-2497.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Biographies; Black History; *Blacks; Class Activities; *Cultural Activities; Cultural Awareness; Elementary Education; Instructional Materials; *Learning Activities; Mathematical Enrichment; *Migrant Education; Poetry; Puerto Rican Culture; *Puerto Ricans; Teaching Guides; United States History; Voting Rights
IDENTIFIERS- *Holidays; Puerto Rico Discovery Day; Thanksgiving; Veterans Day

A resource booklet for teachers contains material for a number of classroom activities that emphasize the month of November. Brief life stories of three notable men (Daniel Boone, Ernesto J. Fonfrias, and Andrew Carnegie) who were born in November are given, as well as lists of five United States presidents with November birthdates and five states added to the United States in November (four in 1889 and one in 1907). The historical background of three November holidays (Armistice Day/Veteran's Day, Puerto Rico Discovery Day, and Thanksgiving) is described. Election Day is discussed in the context of the struggle to obtain voting rights for all Americans. A story from Puerto Rican history ("Yuisa and Pedro Mexias") is told. Black performers and their heritage are discussed briefly. Crossword puzzles, word-matching activities, a black history calendar for November, 13 poems, math and coloring activities, an entertainment quiz, and instructions for other activities are included. Directions for making a jigsaw puzzle, a notebook of famous black writers, and a word game using the names of famous black people are provided. Tables of contents for 11 other monthly "What's Happening" booklets (December, and January-October) are appended. (MH)

ED 235 971 RC 014 411

Wallace, Stephen T.; McCarty, T. L.
Navajo Changes--A History of the Navajo People = Dinetahgi Lahgo Ahoodzaa--Dine Bahane. Teacher's Guide. Fifth-Eighth Grade Navajo Bilingual-Bicultural Social Studies Curriculum.
Rough Rock Demonstration School, Ariz. Navaho Curriculum Center.
SPONS. AGENCY- Office of Elementary and Secondary Education (ED), Washington, DC. Indian Education Programs.
REPORT NO.- ISBN-0-936008-23-7
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- American Indian Culture; *American Indian Education; *American Indian History; American Indians; *Bilingual Education; Bilingual Instructional Materials; Elementary Education; Language of Instruction; *Learning Activities; Lesson Plans; Multicultural Education; Questioning Techniques; *Social Studies; *Teaching Methods
IDENTIFIERS- *Navajo (Nation)

As an accompaniment to the grade 5-8 bilingual-bicultural social studies text focusing on Navajo history, the guide helps the teacher assist students through learning experiences designed to develop inquiry and social studies skills; reinforce Navajo and English literacy, communication, and math skills; and enhance appreciation and respect for Navajos. The guide contains general information on how to use the text and the guide itself, how to use language in the classroom, and how to evaluate student progress. It also contains detailed information on how to use the inquiry approach and on the role of questioning in the classroom. The teacher's guide is organized around chapters in the student text. For each chapter, the guide notes the purpose, the concepts, and the main ideas to be covered; lists the skills to be developed, the objectives to be achieved, the materials needed, and the suggested time for each activity; and describes numerous related teacher strategies and activities. At the end of the guide are reference lists for each chapter. (SB)

ED 235 999 SE 043 168

Blai, Boris, Jr.
Nuclear Radiation Damages Minds!
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Cognitive Processes; *Educational Trends; Elementary Secondary Education; Environmental Influences; Geographic Location; *Nuclear Energy; Place of Residence; Prenatal Influences; Radiation Biology; *Radiation Effects; *Scores
IDENTIFIERS- *Scholastic Aptitude Test

Professors Ernest Sternglass (University of Pittsburgh) and Steven Bell (Berry College) have assembled cogent, conclusive evidence indicating that nuclear radiation is associated with impaired cognition. They suggest that Scholastic Aptitude Scores (SATs), which have declined steadily for 19 years, will begin to rise. Their prediction is based on the presumption that radioactive fallout from an extremely large number of nuclear bomb tests of the 1950s/1960s was deeply involved in the dramatic decline of SAT scores during the 1970s. Additional facts supporting the Sternglass/Bell hypothesis include: (1) the steady decline in SAT scores beginning 18 years after 1945, the year in which the first series of atomic bombs were detonated; (2) beginning with 1977/78, a corresponding abrupt slowing in the decline of SAT scores; (3) strong parallel of SAT scores and nuclear tests evident in SAT verbal score averages; (4) sharpest decline in SAT scores documented for youths born in precise years when annual kilotons detonated in Nevada was greatest; and (5) geographic differences. This and other information strongly support the conclusion that fallout from nuclear weapons was a significant and previously neglected factor in the recent decline of cognitive ability among young Americans. (JN)

ED 236 041 SE 043 323

Kolb, James A.
Marine Science Activities, Grade Two.
Educational Services District 114, Marine Science Center, Poulsbo, WA.
SPONS. AGENCY- Washington Office of the State Superintendent of Public Instruction, Olympia.
PUB DATE- 79
AVAILABLE FROM- James A. Kolb/Marine Science Center, 17771 Fjord Drive, NE, Poulsbo, WA 98370 ($25.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Animals; Biological Sciences; Ecology; *Elementary School Science; Environmental Education; Grade 2; Ichthyology; *Marine Biology; *Marine Education; *Oceanography; Primary Education; *Science Activities; Science Education; Science Equipment
IDENTIFIERS- Crabs; Tides

This unit, one of a series designed to develop and foster an understanding of the marine environment, presents marine science activities for second grade students. The unit, focusing on awareness of living/non-living factors shaping life of the sea, is divided into sections dealing with: physical characteristics of oceans; fish; sea anemone; barnacles; starfish; crabs; hermit crabs; limpets and chitons; clams and oysters; oyster drills and moon snails; seaweeds; ecological interactions; beach activities; and responsibility of the individual to protect the ecology of ocean life. Each section has a student text with related activities. Each student text is preceded by a teacher background section containing hints on how to use the section, additional information, and items requiring advanced planning. Each activity is preceded by a teacher background section providing additional information about the activity, including teaching hints and answer key for activities. Important vocabulary words/terms are listed in the teacher background sections; they are underlined in the student text. Activities are designed to enhance reading as well as investigational skills; several activities provide practice in mathematics skills. Although all activities can be modified to suit individual needs or be used "as is," it is strongly recommended that they be performed along with the readings/discussions found in student text material. (JN)

ED 236 055 SE 043 403

McKenna, Leonard N.
Relationships between Cognition of Teachers and Quality of Teaching Style in Elementary Science.
PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Cognitive Development; *Developmental Stages; Elementary Education; *Elementary School Science; Higher Education; *Preservice Teacher Education; Science Education; *Science Instruction; Tencher Behavior; *Teaching Styles
IDENTIFIERS- *Australia (Western Australia); Science Education Research

This study is concerned with preservice primary school teachers (N=100), a group of tertiary students who traditionally come from the secondary school stream. These students have, on the whole, avoided subjects like physics, chemistry, and mathematics that demand a high level of cognitive development for understanding/assimilation of abstract concepts. The study focuses on the cognitive developmental levels of these individuals on leaving the training institution and considers implications for elementary science by sampling science teaching styles. Results indicate that final year students in the transitional stages of cognitive development exhibit teaching behaviors in elementary science lessons of a higher quality than those who are in concrete or formal operational stages. This suggests that concrete operational students entering teacher preparation programs must be identified and given opportunities to develop to higher cognitive levels. Formal operational students constitute a different problem. These students are undoubtedly capable of conducting lessons of a high cognitive level but appear to lack understanding of the intellectual problems facing children, probably because they cannot relate to problems of abstract reasoning not encountered by themselves. Since both concrete and formal students tend to conduct less practical, "hands-on" science lessons than transitional students, strategies fostering such teaching methods need to be considered. (JN)

ED 236 114 SP 022 529

Dyreson, Margaret
Communication Training To Improve Teaching. An Educational Problem/Strategy Booklet.
Florida State Dept. of Education, Tallahassee. Office of Dissemination/Diffusion.
SPONS. AGENCY- National Inst. of Education (DHEW), Washington, D.C.
PUB DATE- Jan 80
CONTRACT- 400-76-0089
AVAILABLE FROM- Office of Dissemination/Diffusion, Department of Education, Knott Building, Tallahassee, FL 32301.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Academic Achievement; *Classroom Communication; Classroom Environment; Classroom Research; Classroom Techniques; Elementary Secondary Education; Literature Reviews; Resource Materials; Student Teacher Relationship; *Teacher Behavior; *Teacher Effectiveness; Teaching Methods
IDENTIFIERS- Direct Instruction; PF Project

Research indicates that the quality of teacher-student communication and interaction has a significant impact on student achievement. Areas in which effective communication strategies can be used include teaching methods, classroom management, and the emotional climate of the classroom. The most effective teaching method is "direct teaching" in which the teacher-student interaction is structured and academically focused. In direct teaching, the teacher informs the student of the goal, guides the student in recall of previous learning, interacts in a question-response-feedback pattern, and provides activities which enable mastery. In classroom management, communication strategies for the teacher which contribute to achievement include emphasizing an academic focus, making objectives clear, and directing activities. An effective emotional climate is established when the students' self-concepts are good, when they are provided with tasks which have a high probability of success, and when an orderly classroom is maintained. The final section of this document lists resource materials which can be helpful in implementing these strategies. (DC)

ED 236 130 SP 023 106

Miller, Stephanie
Centering on Independent Study.
New York City Teacher Centers Consortium, NY.
SPONS. AGENCY- United Federation of Teachers, New York, N.Y.
PUB DATE- 83
AVAILABLE FROM- New York City Teacher Centers Consortium, 260 Park Avenue, South, New York, NY 10010 ($2.50).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Curriculum Design; *Discovery Learning; Elementary Secondary Education; *Independent Study; Inservice Teacher Education; Parent Role; Student Evaluation; Student Motivation; Student Participation; *Student Projects; *Student Role; *Teacher Role

Independent study is an instructional approach that can have enormous power in the classroom. It can be used successfully with students at all ability levels, even though it is often associated with gifted students. Independent study is an opportunity for students to study a subject of their own choosing under the guidance of a teacher. The affective power of the approach lies in the fact that each participant has a strong sense of ownership and responsibility for what is learned. A key reward of the approach for the student is the possibility of becoming an expert on a chosen topic. Another plus for independent study is that students are using higher thinking skills when involved in the project. This booklet provides a 10-step procedure for teachers setting up independent study in the classroom: (1) introducing the notion of independent study to the student; (2) designing curricula (the largest section, with specific suggestions for 15 different subjects); (3) readiness activities before independent study orientation; (4) assembling resources; (5) management; (6) suggestions for culminating activities; (7) modes of teacher evaluation; (8) student orientation; (9) student evaluation; and (10) suggested parent involvement. Also included is a list of possible solutions to students' common problems with independent study. (JMK)

ED 235 738 HE 016 718

Quality of Education in Small Colleges: Colleges of Pride, Determination and Optimism. A Study of The Brunswick Foundation's Small College Program.

Brunswick Foundation, Inc., Skokie, IL.

PUB DATE- Jan 83
AVAILABLE FROM- The Brunswick Foundation, One Brunswick Plaza, Skokie, IL 60077.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Alumni; Ancillary School Services; Career Education; College Faculty; College Programs; Educational Benefits; *Educational Objectives; *Educational Quality; *Evaluation Criteria; Grants; Higher Education; Liberal Arts; *Needs Assessment; *Outcomes of Education; Philanthropic Foundations; Private Financial Support; Recognition (Achievement); School Surveys; *Small Colleges
IDENTIFIERS- *Brunswick Foundation Small College Program

The quality of education in small colleges is considered, and Brunswick Foundation's Small College Program is described. After an overview concerning problems of small colleges (those with enrollments of 2,000 and less), attention is directed to the Small College Program, which provides grants to reward colleges undertaking exceptional action programs. The Foundation's surveys of small colleges to determine their major concerns are described, and examples of typical survey questions and responses are provided. Views of the Foundation on quality in higher education, techniques for judging or measuring quality, and who should assess quality are explained. Additionally, small colleges' responses to the Foundations's quality of education surveys are examined, based on a university team's analysis of survey results. Schools' definitions of quality are identified as follows: the qualities of the persons graduated by the college, the educational process, and a specialty focus (academic program or a group of learners with special needs). The schools' orientations are also considered: traditional liberal arts, both liberal arts and career education, or only career preparation. Additional topics include alumni outcomes, faculty development, and support services basic to educational quality. (SW)

ED 235 839 IR 050 497

Martin, Patrick; Pierce, William F.
Dissemination Management Project. Final Report.
Council of Chief State School Officers, Washington, D.C.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 81
GRANT- NIE-G-0036
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Educational Improvement; Elementary Secondary Education; *Federal Aid; *Federal Programs; *Government School Relationship; Guidelines; *Information Dissemination; *National Programs; National Surveys; Program Descriptions; Program Effectiveness; Questionnaires; *State Departments of Education
IDENTIFIERS- *Educational Information; ERIC

A project was conducted to assist chief state school officers by assessing the effectiveness of government programs involving the dissemination of new knowledge in the field of education. Project results showed that dissemination programs developed by the National Institute of Education (NIE) and other federal departments substantially increased the ability of state officials to assist local school districts to improve. Recommendations based on survey results from 50 states and 6 territories, as well as other major dissemination studies include: (1) the State Dissemination Leadership Project, ERIC, the R&D Exchange, and the National Diffusion Network should be continued; (2) special purpose grants for completing key dissemination functions in state education authorities (SEAs) should be made available; (3) NIE should continue to fund major programs to help state staff understand the processes of change; and (4) the Education Department should create an internal Dissemination Policy Council to coordinate the development of rules and regulations for dissemination/school improvement activities. This report describes project goals, events, accomplishments, and conclusions. Extensive appendices include a briefing book given to persons attending the formal presentation of project recommendations to the NIE director with survey results, project descriptions, and other material provided; a report on an Appalachia Educational Laboratory (AEL) review of dissemination in southeastern states; and additional related documents. (Author/ESR)

ED 235 868 JC 830 498

"START": A Computer-Assisted Management Model for Student Testing, Advisement Retention, Tracking.

Prince George's Community Coll., Largo, MD. Dept. of Human Development.

PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Academic Advising; Community Colleges; *Computer Oriented Programs; *Educational Counseling; Graduation Requirements; *Information Dissemination; *Management Information Systems; Two Year Colleges

The computer-assisted management model described in this manual was implemented by the Counseling and Human Development Department at Prince George's Community College for the purposes of Student Testing, Advisement, Retention, and Tracking (START). As introductory material notes, START is an integrated computerized system which tracks student progress through various stages of college attendance. Beginning with initial, pre-admissions advisement, START manages student contact through computer-generated letters informing students of outstanding credentials, registration procedures, important dates, and unmet degree requirements. Following the introductory remarks on the functions and development of START, a preamble and working statement are presented, defining the philosophy of the Human Development Department and its testing and advising philosophy. Goals and objectives for the testing and advisement program are then delineated for concurrent enrollment, matriculating first-time, international, matriculating readmit/transfer, and non-matriculating students. Samples of letters sent to students regarding probation, testing, and counseling are followed by an overview of START's development. Flow charts showing the modules for the START program and the Student Information Services system, letters detailing student progress, and a list of computerized student mailings and their cost conclude the manual. (LAL)

ED 235 914 PS 013 927

Interstate Compact on the Placement of Children: Standards for Foster Family Services Systems Projects. Volume I: Narrative. Final Report.
American Public Welfare Association, Washington, D.C.
SPONS. AGENCY- Administration for Children, Youth, and Families (DHEW), Washington, D.C.
PUB DATE- Apr 79
GRANT- OCD-CB-134
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Journal Articles (080)
DESCRIPTIONS- *Foster Care; *Interstate Programs; *Placement; Program Descriptions; *Social Services; *Standards
IDENTIFIERS- *Interstate Compacts

As of 1978, a total of 43 states had enacted the Interstate Compact on the Placement of Children (ICPC), a law specifying those persons and agencies who must and those who need not follow ICPC procedures when placing a child into a family across state lines. In the early 1970s, funds were made available to the American Public Welfare Association (APWA) for the purpose of encouraging states to enact the ICPC and to facilitate the publishing and dissemination of standards for public foster family services. Thirty of the 43 states joined the compact during the APWA project's 6 years of activity. This report summarizes project activities the APWA performed while funded. Chapter 1 offers a discussion of the history and development of the ICPC, an overview of project objectives, a summary of major project activities, an evaluation of project accomplishments, and a summary of unresolved issues and problems. Focusing on the dissemination of public family service standards, chapter 2 provides a background and history of the project, a statement of project objectives, a description of the development of the publication "Standards for Foster Family Services Systems," a description of provision of technical assistance to the states to facilitate use of the standards, a discussion of revisions made in the original standards, and an assessment of the project. (RH)

ED 235 943 RC 014 367

Rey, Micheline
The Coimbra Community Awareness Project (Portugal). The CDCC's Project No. 7: "The Education and Cultural Development of Migrants."
Council for Cultural Cooperation, Strasbourg (France).
SPONS. AGENCY- Council of Europe, Strasbourg (France).
REPORT NO.- DECS/EGT-(83)-9
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Adult Education; Agency Cooperation; Community Attitudes; *Community Development; Community Involvement; Coordination; *Cultural Awareness; Demography; Foreign Countries; *Migrant Adult Education; *Migrant Programs; Migrants; *Public Agencies; Second Language Programs
IDENTIFIERS- Coimbra Community Awareness Project (Portugal); *Community Based Education; Emigration; *Portugal

The Coimbra (Portugal) Community Awareness Project is intended to remedy the social problems caused by migration by helping a local community take responsibility for its own affairs, understand the interactions at work, and enable both residents and emigrants to benefit together from migration. The project operates at several levels under the auspices of various international, national, and church bodies. For example, Caritas provides community development activities for people of all ages, the Directorate General of Adult Education focuses on literacy and basic education, cultural preservation, crafts, and creative expression, and the Intergovernmental Committee for Migration programs provides French and English classes. Site visits by project representatives reveal that interagency links seem fragile, schools and industries are not well represented in the project, and efforts toward regional economic development have been unsuccessful. However, after several years of operation, some positive results can be seen such as increasing demands to participate, increasing geographical expansion, growing community participation, and improved project leader skills and methods. The method of using cooperating local bodies to operate a community-wide program on the basis of real needs is transferable to other locations. Cooperation between both host and origin countries is essential to improving migrant status. (SB)

ED 235 985 RC 014 431

Larson, Olaf F.; And Others
Partnership for Rural Improvement: External Review. February 23-March 5, 1980.
Partnership for Rural Improvement, Pullman, Wash.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, Mich.
PUB DATE- 80
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Agency Cooperation; *Community Involvement; Community Services; Coordination; Delivery Systems; Diffusion (Communication); Extension Education; Higher Education; *Linking Agents; *Models; Organizational Development; *Program Evaluation; Rural Areas; *Rural Development
IDENTIFIERS- *Partnership for Rural Improvement; Rural Development Act 1972; Washington

According to the second external review of the Partnership for Rural Improvement (PRI), the program demonstrated very good achievement of two of its major objectives: increasing collaboration among agencies and institutions and increasing competency of educational institutions to support rural development and planning. Between February 23 and March 5, 1983, a 3-person external review team visited regional and sub-regional offices and interviewed over 85 administrators, faculty, committee members, staff, and participants in the program. The team found that PRI was exhibiting increased strength, visibility, and awareness of factors which make for success in rural community service and development. They found that the essence of the PRI model was the initiation, maintenance, and strengthening of links between resource providers and users on a continuing organized basis. Although similar in some ways to other Title V programs, the model was unique because it created ongoing organizational entities composed of agencies and institutions as partners, it did not emphasize Cooperative Extension resources, and it involved local advisory groups in its project planning. Among other things, the review team suggested that PRI cultivate the full cooperation of all partners, use existing resources, improve PRI-Cooperative Extension relationships, and expand the Regional Coordinating Committee. (SB)

ED 236 070 SO 015 049

Dibella, Maria F.; Fitzgerald, John D.

A High Intensity Social Studies Program in a Clinical Setting for Teacher Education Students.

PUB DATE- Nov 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Comparative Education; Curriculum Enrichment; Elementary Education; *Field Experience Programs; Foreign Countries; Higher Education; Methods Courses; Program Descriptions; Program Development; Program Improvement; *Social Studies; *Student Teaching; Teacher Education Curriculum; *Teacher Education Programs; Teaching Experience
IDENTIFIERS- Australia (Melbourne)

A social studies elementary teacher education program at Phillips Institute of Technology in Australia is described. The program, which places students in charge of teaching a 9-week social studies unit, is recommended as an alternative to the conventional lecture method. The paper is divided into discussion of five aspects of the course: objectives, implementation, student requirements, problems, and evaluation. The course's primary objectives are to create a supportive learning experience and to help students learn by doing, develop discussion skills, and analyze personal performance. Prerequisites for program implementation are outlined, including selecting a suitable curriculum unit and finding an agreeable elementary school placement. The major components of the student assignment are to plan and teach a 1-hour lesson per week, to participate in weekly discussion groups, and to keep a journal. Rationale underlying each of these requirements is explained. Major pitfalls, centering around student inexperience, include inadequate basic skills, tension, and lack of a model. The overall success of the program is assessed on the basis of student and faculty feedback. A 14-item bibliography is included. (LP)

ED 236 098 SO 015 117

Exploring the World of Stamps in Your Classroom. A Teacher's Guide to Stamp Collecting.

Post Office Dept., Washington, D.C.

PUB DATE- Nov 82

AVAILABLE FROM- U.S. Postal Service, Philatelic Sales Division, Washington, DC 20265-9997 (free).

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTIONS- Class Activities; Curriculum Enrichment; Educational Games; Elementary Secondary Education; *Interdisciplinary Approach; Language Arts; *Learning Activities; Mathematical Enrichment; Music Education; Science Instruction; Social Studies; *Student Projects; Teaching Methods

IDENTIFIERS- *Philately; *Postage Stamps; Post Office

Learning activities for using postage stamps in a variety of disciplines in elementary and secondary classrooms are presented. The book is divided into four sections. Following section 1, the introduction, section 2 presents 14 lesson plans, ranging in required class time from 15 minutes to several days. Each lesson focuses on a particular skill or topic within one of the following subjects: art, language arts, math, science, music, reading, and social studies. Within each lesson, the topic, activities, time, and materials are outlined. Enlarged, reproducible photos of the stamps necessary for each activity are included. While many activities are applicable to any level, such as current events or American Revolution reports based on stamps, other activities focus on a specific activities designed for use in the classroom or resource center. Many of these activities need no teacher supervision beyond the introductory direction stage. For each game, materials, directions, and suggestions for maximizing learning are provided. Section four offers information useful in preparing alternative lessons. Tips on accessories and where to acquire stamps and an extensive list of helpful organizations, publications, and audiovisual materials are included. (LP)

Holmberg, Borje
Recent Research into Distance Education Volume I and Volume II .
FernUniversitat, Hagen (West Germany). Zentrales Inst. fur Fernstudienforschung Arbeitsbereich.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Cost Effectiveness; *Curriculum Development; Developing Nations; *Distance Education; *Educational Administration; Educational Media; Educational Planning; *Educational Research; Literature Reviews; *Objectives; Student Characteristics; Teaching Methods; *Tutorial Programs

This two-volume report summarizes and comments on international research into distance education done after 1970 and on some older research deemed still to be important. In the first volume, the review of research and development work is organized into 15 topic areas: (1) general analyses of distance education, philosophy and theory; (2) studies of student groups and students' motivation; (3) course planning and study objectives; (4) course development; (5) media; (6) non-contiguous tutorial two-way communication; (7) face-to-face sessions; (8) counselling; (9) institutional planning, organization and administration; (10) economics of distance education; (11) evaluation; (12) history of distance education; (13) distance education in developing countries; (14) guidelines for distance educators; and (15) research on research. An appendix provides summaries of research projects too special or too technical to have been included in the main presentation, and 22 references are listed. The second volume is a supplement which covers 10 of the same research areas (omitting those numbered 1, 10, 11, 12, and 14 above) and includes 12 pages of additional references. (LMM)

ED 235 825 IR 050 483

Nour, Martyvonne Morton
Research in Librarianship: An Analysis of Research Articles in Core Library Journals of 1980.
PUB DATE- Jul 83
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTIONS- *Citations (References); Content Analysis; *Library Research; *Library Science; Library Surveys; *Periodicals; Records (Forms); *Research Methodology; State of the Art Reviews; Tables (Data)
IDENTIFIERS- Journal Articles; *Library Science Literature; *Subject Analysis

A total of 343 research articles published in 41 core library journals in 1980 and a further 708 articles cited in a stratified random sample of 100 of the original (source) articles were examined in terms of subject, research methodology, and number of references. Findings were also compared with those of similar studies. It was found that: (1) library research literature is continuing to grow; (2) the most prominent research methodologies used in the source articles were surveys of libraries or the library public (41.5%), theoretical/analytical research (21.2%), and bibliometrics (10.9%); (3) the source articles were primarily distributed among six subjects, including administration (20.7%), library service (19.8%), materials (15.5%), automation (13.7%), technical processes (13.1%) and history (6.7%); (4) the average number of references per source article was 12.6; (5) over 80% of the research articles cited by the sample source articles were in the field of library/information science; (6) only 38.3% of the journal references made by the sample source articles were to journals outside the 41 core journals; and (7) over half (56.5%) of the cited articles were 5 years old or less. It was concluded that there is a developing body of library research literature that relies heavily on its own recent literature. (ESR)

ED 235 884 PS 013 872

Manburg, Abbey
Program Delivery in Distance Education--One Successful Strategy.
PUB DATE- Jun 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Administrators; *Community Programs; *Day Care; *Educational Innovation; *Graduate Study; Higher Education; Intervention; Masters Degrees; Microcomputers; Preschool Education; Program Design; *Program Development; Residential Programs
IDENTIFIERS- *Distance Education; Nova University FL

Representing Nova University's greatest departure from a traditional educational delivery system, the Master's Program for Child Care Administrators is designed to be completed within a 2-year period without interrupting students' professional responsibilities. Two areas of specialization are provided: administration of day care and preschool programs for young children and administration of residential, treatment, and community-based programs for children and adolescents. The 36-semester-hour program is organized into modules involving coursework and a practicum. Information needs of students are met through the University's Information Retrieval Service and the School Practices Information File. Students are also required to attend a program institute providing opportunities for students to meet, share ideas, attend skill-building workshops, establish networks, and engage in face-to-face contact with Nova faculty and administrators. In August of 1981, the program was redesigned along the lines of the campus-based graduate education program for kindergarten through twelfth-grade teachers. Plans for program development, to be implemented in the winter of 1984, include the placement of a microcomputer and peripherals in the home or office of every student and faculty member. It is expected that the effect of this innovation on the program will be revolutionary. (RH)

ED 236 013 SE 043 292

Bell, Beverley
Animal, Plant, Living: Notes for Teachers. Learning in Science Project. Working Paper No. 30.
Waikato Univ., Hamilton (New Zealand).
PUB DATE- Nov 81
AVAILABLE FROM- University of Waikato, Science Education Research Unit, Hamilton, New Zealand.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142) Reports - Research/Technical (143) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Animals; *Biology; Comprehension; *Concept Formation; Concept Teaching; *Curriculum Development; Elementary School Science; Elementary Secondary Education; Interviews; Learning; Science Activities; Science Education; *Science Instruction; Scientific Concepts; *Secondary School Science
IDENTIFIERS- *Learning in Science Project; *New Zealand; Plants (Botany); Science Education Research

The Learning in Science Project investigated the proportion of students at different ages who considered a horse, person, dolphin, worm, and spider to be animals. Although scientists would agree that they are indeed animals, findings indicate that many students of varying ages did not consider them to be animals; similar findings were reported for students' views of "plant" and "living." In addition, it is suggested that meanings many children give to these words indicate that their hierarchical categorization may not be the same as that of scientists. One possible explanation may be that teachers have assumed students have scientific meanings for these commonly used words and have not focused their teaching on them. Therefore, this booklet was prepared to serve as background information for suggested teaching activities by providing discussions of both scientists' and childrens' views/conceptions of "living," "animal," and "plant." Included in these discussions are selected student comments obtained during the second (in-depth) phase of the project. (Highlights of the in-depth phase, focusing on interview techniques, are provided in an appendix). (JN)

ED 236 027 SE 043 308

Tasker, Ross, Ed.; Lambert, John, Ed.
Science Activities: Wider Issues--Some Considerations. Learning in Science Project. Working Paper 49.
Waikato Univ., Hamilton (New Zealand).
PUB DATE- Nov 81
AVAILABLE FROM- University of Waikato, Science Education Research Unit, Hamilton, New Zealand.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142) Reports - Research/Technical (143)
DESCRIPTIONS- Comprehension; Concept Formation; Concept Teaching; *Curriculum Development; Elementary School Science; Elementary Secondary Education; *Individualized Instruction; Learning; *Pacing; Science Education; *Science Instruction; Science Programs; *Secondary School Science; Teaching Methods
IDENTIFIERS- *Learning in Science Project; *New Zealand; Science Education Research

Learning in Science Project findings have highlighted the quality of interaction between students and teachers as the key to effective learning. Major aspects of this interaction include focusing attention, linking to children's science, encouraging discussion, guiding investigations, challenging ideas/findings, and helping the restructuring process. Although different instructional approaches have been noted (from teacher-paced/teacher-directed to student-paced/student-directed), a compromise in approach is suggested to provide the best learning opportunities for all students. Such flexibility raises questions on when, with whom, how, and what students will learn as well as issues related to the aims of science teaching and priority given to the aims. In addition, consideration should be given to the fact that students in general appreciate a variety of learning experiences and that teaching should provide the opportunity for teachers to experiment. To help teachers in developing a student-paced program, a planning guide is provided in an appendix. Included in the seven-section guide are discussions of major factors to consider, possible approaches to student-paced instruction, practical considerations, producing a program, planning a topic, implementing the program, and several issues based on the authors' experiences. (JN)

ED 236 085 SO 015 073

Pungwa, Lawrence
Development of Social Studies Curriculum Content for Zambian Junior Secondary Schools. African Studies in Curriculum Development and Evaluation No. 72.
African Curriculum Organisation.
SPONS. AGENCY- German Agency for Technical Co-Operation, Nairobi (Kenya).; Kenya Inst. of Education, Nairobi.; Nairobi Univ. (Kenya).
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Dissertations/Theses - Undetermined (040) Reports - Research/Technical (143)
DESCRIPTIONS- *Curriculum Development; Curriculum Research; Developing Nations; Educational Assessment; Educational Objectives; Elementary Secondary Education; Foreign Countries; *Integrated Curriculum; *Social Studies; Teacher Education
IDENTIFIERS- *Zambia

Receptivity of educators to a sample integrated social studies curriculum to replace the present single subject discipline curriculum in Zambian junior secondary schools was investigated. Geography, history, and civics teachers from 50 schools in 7 of Zambia's 9 school regions considered a proposed curriculum which seeks to promote social awareness and national unity through interdisciplinary study of locality, weather and climate, transport and communication, and population. Teachers then answered open-ended questions concerning the relevance and effectiveness of the present curriculum, the efficiency of the new program, the possible need for teacher retraining and methods changes, and areas where the new curriculum could be improved. Results were generally favorable to the new curriculum, with some reservations. Those opposed expressed concerns that individual disciplines would be watered down or possibly neglected, individual departments might lose identity, teachers might lose autonomy, and problems would develop in teacher training and materials development. Recommendations for implementing a new curriculum include revision of teacher education objectives and teacher education programs, and accelerated training of curriculum developers. A sample of the teacher questionnaire is included. (LP)

Stampen, Jacob O.; Reeves, Roxanne Wilkie
Student Aid and Public Higher Education: A Progress Report.
American Association of Community and Junior Colleges, Washington, D.C.; American Association of State Colleges and Universities, Washington, D.C.; National Association of State Universities and Land Grant Colleges, Washington, D.C.
SPONS. AGENCY- EXXON Education Foundation, New York, N.Y.; Ford Foundation, New York, N.Y.
PUB DATE- Jan 83
AVAILABLE FROM- American Association of State Colleges and Universities, One Dupont Circle, Suite 700, Washington, DC 20036 ($5.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Family Income; Federal Aid; Geographic Regions; Grants; Higher Education; *Institutional Characteristics; National Surveys; *Need Analysis (Student Financial Aid); Public Education; Questionnaires; *Resource Allocation; Sex; State Aid; *State Colleges; *Student Characteristics; *Student Financial Aid; Student Loan Programs; Two Year Colleges

The distribution and impact of student financial aid at public two-year and four-year colleges and universities in 1981-1982 were investigated. A total of 226 institutions and about 12,000 student aid recipient records were evaluated. Findings include the following: in 1981-1982 about $6.6 billion in student aid was distributed to about three million students; overall student aid recipients included about 31 percent of the total headcount enrollment at public colleges; about 2.1 million of these students received need-based aid, from at least one federal, state, or institutional program; about 800,000 other students received aid classified as "non-need-based," largely federally Guaranteed Student Loans; almost 4 out of 10 need-based aid recipients were self-supporting students, and about 8 out of 10 of these had incomes below $9,290; among the majority of need-based aid recipients who received assistance from their families, the average family income was $16,500. Information is also provided on the distribution of aid among different types of students and by type of institution, distribution of aid by geographic region, and origins and types of aid. Appendices include information on the research methodology, a summary of major student assistance programs, a list of participating institutions, and a questionnaire. (SW)

ED 235 767 HE 016 755

Oversight on National Direct Student Loan Program Regulations. Hearing Before the Subcommittee on Postsecondary Education of the Committee on Education and Labor. House of Representatives, Ninety-Seventh Congress, Second Session.

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

PUB DATE- 18 Aug 82
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTIONS- Black Colleges; Budgets; Compliance (Legal); Eligibility; *Federal Aid; *Federal Regulation; Government School Relationship; *Hearings; Higher Education; *Loan Repayment; Low Income Groups; Resource Allocation; *Student Loan Programs
IDENTIFIERS- Congress 97th; Department of Education; *Loan Default; *National Direct Student Loan Program

Hearings on the Department of Education's final regulation governing the National Direct Student Loan (NDSL) Program are presented. The final regulation makes three changes: calculation of the federal capital contribution, which is the amount of new federal dollars allocated to institutions each year; the eligibility of institutions to receive awards based on default rates; and the method of appealing an award determination made by the Department. The regulation would end new NDSL funds for the 1982-1983 academic year at schools with NDSL default rates of more than 25 percent and could reduce funds for schools with NDSL default rates from 10 to 25 percent. Schools with default rates of less than 10 percent could get a larger share of federal funds. Concern is expressed concerning: the effect on schools of the late publication of the final rule; the disproportionate impact of the final regulation on black colleges and universities, which serve low-income populations; and the potential that the regulation reduces the incentive for institutions to make substantial progress in reducing default rates. Appended materials include an NDSL application form, an article from the "Higher Education Daily," and letters from colleges and concerned groups concerning the regulation. (SW)

ED 235 796 IR 010 873

Hortin, John A.
Adult Learning and Television. and Adult Learning and the Overhead Projector. and Using Media with Adults.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Adult Education; *Adult Learning; Cable Television; *Educational Media; *Educational Television; Federal Regulation; Microcomputers; *Overhead Projectors; Teaching Methods; Telecommunications; *Television Viewing
IDENTIFIERS- *Interactive Systems; Two Way Television

Varied aspects of adult learning and media use are discussed in three papers. In the first, "Adult Learning and Television," a summary of concerns about the negative influences of commercial television viewing and criticisms of instructional television is followed by a discussion of the potential of new technologies for two-way communication to expand and improve educational services for adults. Cautions regarding television use for adults and questions for debate are suggested. The second paper, "Adult Learning and the Overhead Projector," describes procedures for preparing overhead transparencies and offers some guiding principles for using the overhead projector with adult classes. The final paper, "Using Media with Adults," expands on the following six guidelines for successfully using media in the classroom or at a conference: (1) know the audience; (2) know what it is you want the audience to learn; (3) gather and select the content; (4) rehearse the media presentation; (5) involve the audience in the learning process; and (6) test or evaluate the experience. (LMM)

ED 235 810 IR 050 467

Correll, Lou P.

Attitudes of International Students in Regard to Library Skills Development in the Academic Setting.

PUB DATE- Sep 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- Attitude Measures; *College Libraries; *Foreign Students; Higher Education; *Information Seeking; *Library Instruction; Library Research; *Library Skills; Questionnaires; *User Satisfaction (Information)
IDENTIFIERS- *East Texas State University

A study was done in the spring semester of 1983 at the East Texas State University in Commerce, Texas, to investigate the attitudes of 28 international students with regard to the importance and effectiveness of a library skills instruction course and their understanding and/or use of other library services and materials. The graduate level, 3-hour credit, library skills course was offered by the university's Center for Educational Media and Technology and provided group and individualized instruction covering information sources and retrieval strategies. An attitudinal questionnaire and scale were administered to students at the conclusion of the course. It was found that all students agreed that the library skills instruction was a good way to learn to use the library; 86% of the students stated that the experience was extremely valuable, that they were confident in using the library, that they had a sense of accomplishment, and that they wanted to suggest to friends that they should take the course. It was also found that the international students had positive attitudes regarding their understanding and use of library services and materials, except for government documents. Included in the report are a list of resources covered by the course, sample survey instruments, and tables showing survey results. (Author/ESR)

ED 235 854 JC 830 475

Rivera, Manuel G.

Placement Systems for English Courses in Selected California Community Colleges.

PUB DATE- Nov 81
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *College English; *Community Colleges; Educational Diagnosis; *Screening Tests; *Student Placement; Teacher Participation; *Testing Programs; Two Year Colleges
IDENTIFIERS- *California

Eight placement systems currently used in selected California community colleges are described in this paper. Following introductory comments on the variety and complexity of placement systems used in community colleges, issues related to English placement examinations are highlighted. Next, the eight placement models are described, focusing, with some variations, on faculty involvement, testing schedules, test format, the English courses in which students are placed, and particular issues brought to light by the unique characteristics of the placement systems. The models utilize standardized, college-developed, or teacher-developed instruments; employ multiple-choice tests and/or writing samples; and demonstrate a variety of levels of faculty participation. (LAL)

ED 235 899 PS 013 903

Marshall, Karan; Gershner, Vera T.
Social Participation by Two-and-Three-Year-Old Children in Groups.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTIONS- Age Differences; Classroom Observation Techniques; Comparative Analysis; Infants; *Play; *Preschool Children; Preschool Education; Sex Differences; *Social Behavior
IDENTIFIERS- Replication; *Social Participation; Time Sampling; Toddlers

Social participation behavior of 33 2- and 3-year-old children was observed during free-play in order to identify differences between age groups as well as differences between contemporary outcomes and Parten's 1932 findings. Trained observers recorded the frequencies of play behaviors, utilizing a time sampling procedure and Parten's categories of social participation: unoccupied, onlooker, solitary, parallel, associative, and cooperative. Data were gathered on family size, birth order, and children's additional group experiences. Participating boys and girls were enrolled in four church-sponsored mother's-day-out or nursery school classes. Each child was observed at least 20 times for 1 minute by several observers. Findings indicate that 2-year-old and 3-year-old children engaged in solitary and parallel play more than half the time. The 3-year-old subjects engaged in significantly more associative and cooperative play than did 2-year-olds. Play behavior differed significantly by sex in both age groups. Parten's sample exhibited more social types of play than did the children in the present study. While 2-year-olds showed no pattern of choosing play partners by sex, 3-year-old girls tended to choose girls for cooperative play. Differences on some variables across observation rounds were evident, but no clear relationship between family and group factors and the six types of social participation was found. Implications for research and classroom practice are pointed out. Appendices consist of: letters to parents; observers' training and experience; a coding sheet; and the observation schedule. (RH)

ED 235 930 RC 013 974

Sackney, L. E.
Managing Decline in Rural School Systems: Program Organization and Delivery.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Meterials (070)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Administrator Role; Change Strategies; College Role; Decision Making; Declining Enrollment; Delivery Systems; Educational Administration; Educational Change; *Educational Strategies; Elementary Secondary Education; Information Networks; *Long Range Planning; *Organizational Theories; *Retrenchment; Rural Education; *Rural Schools; Shared Services

Organizational theory offers rural school administrators several ways of thinking about retrenchment made necessary by declining enrollment. Obstacles to innovative responses to retrenchment include a shift in how organizations are perceived: from closed systems in which rational decisions are made about changes, to open systems in which administration is a highly politicized activity, with a tendency to favor encrusted organizational practices over innovative solutions. Under such conditions, rural school districts tend to cut back existing programs and services (the "efficiency" option). These difficult decisions are often postponed until no other visible alternatives are available. Some factors contributing to the choice of efficiency measures over innovation are that quantitative results are easier to ascertain; the most innovative members are the first to leave during difficult times; and, in such times, espousal of traditional values, including "core programs," predominates. To counteract these contributing factors, rural schools should establish priorities through planning, using such strategies as system development planning, quality circles, and opportunistic management. Approaches for improving delivery of programs include use of community members to assist teachers; new technologies such as computer networks; mobile laboratories for specialized courses/services; and shared services within/between school jurisdictions. Universities can help with teacher training specifically oriented toward rural practice. (MH)

ED 235 958 RC 014 397

Johnston, A. P.; Wiles, David K.
Christian Schools and Public Schools In Small Rural Communities of the Northeast.
Vermont Univ., Burlington. Coll. of Education & Social Services.
SPONS. AGENCY- Spencer Foundation, Chicago, Ill.
PUB DATE- 1 Oct 82
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Church Role; Educational Finance; Elementary Secondary Education; Family School Relationship; Governance; *Government School Relationship; Grants; Parochial Schools; *Philosophy; *Private Education; Public Schools; Religion; *Religious Organizations; *Rural Areas
IDENTIFIERS- *Fundamental Schools; New York; Vermont

A 1981-1982 study of the meaning of fundamental education concentrated on interviewing over 300 lay citizens, pastors, and educators in small rural communities in upstate New York and Vermont and yielded five major findings. First, little oversight or regulatory capability existed to control the fundamentalist school movement. State level governance boards "trusted" local fundamentalist schools to do the right thing. Second, locally diverse fundamentalist schools were localized phenomena with no overall coordination as a socio-political movement. Third, fundamentalist forms of schooling were a policy phenomenon of the 1970's and did not have a long history or strong ties to any well-organized regional or national effort. Consequently, personal preferences were acted upon and personal commitment to the schools was high. Fourth, the fundamentalist purpose seemed to relate Christian spirit to vows of personal and collective poverty for the school community. Fifth, fundamentalist schools rejected direct public subsidy but frequently relied on practices which constituted indirect public subsidy. Although researchers used a variety of conventional sampling, data collection, and analytical techniques, they did not identify a "best" method for this type of study; methodological looseness was necessary because of the highly personalized and contextually constrained nature of the fundamentalist phenomenon. (SB)

Begay, Shirley M.; And Others
Kinaalda: A Navajo Puberty Ceremony.
Rough Rock Demonstration School, Ariz. Navaho Curriculum Center.
REPORT NO.- ISBN-0-936008-11-3
PUB DATE- 83
LANGUAGE- English; Navajo
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reference Materials - General (130) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTIONS- Adolescent Development; *Adolescents; American Indian Culture; *American Indian Education; Childhood Interests; Child Rearing; Child Responsibility; Child Role; Community Involvement; *Cultural Activities; Cultural Awareness; Cultural Education; Early Childhood Education; Elementary Secondary Education; Family Environment; Family Role; *Females; Folk Culture; Legends; *Nonformal Education; Peer Relationship; Role Perception; Two Year Colleges
IDENTIFIERS- Ceremonies; *Navajo (Nation); *Puberty

A bilingual (Navajo-English) book from the Navajo Curriculum Center, on the Kinaalda, the Navajo girls' puberty ceremony, is intended for Navajo students at the secondary and junior college level and contains a section introducing the ceremony and sections on early life experiences and the initiation into womanhood. All text in the three sections is in both Navajo and English, accompanied by drawings of Navajo life, people, and activities during the ceremony. The author is a Navajo woman who has participated in the ceremony as an initiate and as a member of a sponsoring family; her observations drawn from her personal experience were supplemented with interviews of senior family members. The book contains the fullest documentation of the puberty ceremony that it is possible to record from the Navajo view. The introduction gives the origin story of the Kinaalda and briefly describes the contemporary ceremony. Descriptions of Navajo child development combine elements of formal schooling and informal, traditional instruction at home; the author offers suggestions on teaching methods best suited to the Navajo child's needs. The third section outlines the ceremony and describes the ceremonial events from their inception to the 4-day "holy period" which follows the ritual. (MH)

Neustadtl, Sara Jane
Women Engineer.
National Executive Committee for Guidance, New York, NY.
SPONS. AGENCY- Du Pont Corp., Wilmington, Del.
PUB DATE- 74
AVAILABLE FROM- Society of Women Engineers, 345 East 47th Street, New York, NY 10017 ($1.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTIONS- Employment Opportunities; *Engineering; *Engineering Education; *Engineers; *Females; *Science Careers; Science Education; Secondary Education; *Secondary School Science

This booklet is designed to provide information to girls about the nature of and possible career opportunities in engineering. Following a brief introduction in which the characteristics of engineers are outlined (such as ability to solve problems, interest in science/mathematics, and urge to make creative use of their intelligence), answers to five questions are provided in subsequent sections. These questions are: What is engineering? What kind of girl becomes an engineer? What is it like to be a student in engineering? How do you enter a college of engineering? and What's it like to be a woman engineer? Answers to the questions are accompanied by statements of female students, practicing engineers, and faculty, and by black and white photographs and line drawings. (JN)

ED 236 056 SO 014 837

National History Day Contest Guide.
National History Day, Inc., Cleveland, OH.
SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE- 83
AVAILABLE FROM- National History Day, Inc., 11201 Euclid Avenue, Cleveland, OH 44106 (free).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Academic Achievement; Awards; *Competition; Elementary Secondary Education; *Evaluation Criteria; Group Activities; *History Instruction; Learning Activities; Performance; School Activities; School Involvement; *Student Projects; Theater Arts; Writing (Composition)
IDENTIFIERS- *Contests; Historians; PF Project; *Rules and Regulations

The guide presents an overview of a national contest designed to make history come alive to students in grades 6 through 12 through imaginative projects, original performances, media presentations, and papers. Students submit their entries into contests in which they are judged by historians, educators, and other experienced professionals. District winners attend state contests, and winners compete in Washington, D.C., in the National History Day competition. The guide briefly discusses the contest theme, awards, divisions, contest categories, and topics for entries. Rules and suggestions are first stated in general terms, and then specifically stated by entry categories: (1) the historical papers category (poetry, diaries, and fictional accounts); (2) the project category (displays, reliefs, overlay maps, reconstructions, charts, and models); (3) the performance category (lectures, demonstrations, puppet shows, pantomimes, or plays); and (4) media presentations (video recordings, motion picture, slides, films, and transparencies). In addition, judging procedures are detailed with attention given to adherence to the theme and rules, quality of presentation, and historical quality of the entry. The guide also offers suggestions for teachers and is designed so that it can be used for several years. (LH)

ED 236 115 SP 022 530

Benton, Rudy
The Positive Power and Potential of Well Rounded Movement Experiences.
PUB DATE- Jun 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - General (020) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Curriculum Development; Elementary Secondary Education; *Games; Integrated Activities; Learning Activities; *Movement Education; *Physical Activities; *Physical Education; *Physical Recreation Programs; Program Descriptions; Units of Study
IDENTIFIERS- PF Project

This compilation of learning activities, essays, songs, and poems provides a framework for reevaluating and reorganizing a conventional K-12 physical education curriculum. Over one hundred inexpensive items and equipment for use in physical education instruction are listed and a formula for movement is offered. The paper emphasizes the shift in objectives from developing team and competitive spirit to developing self-awareness, self-expression, and environmental self-discovery, and offers possibilities for incorporating other subjects into the physical education curriculum. The five activities described in the paper focus on sustained movement rather than on the sporadic activity of field games. Activities include: (1) completing homework involving both mind and muscle exercises; (2) including parents in the children's movement program; (3) learning the alphabet in sign language; (4) moving along a 16-station obstacle course which reenacts the task of pyramid building; and (5) reinforcing the location and names of the bones in the body via an activity entitled, "Bone Disco." This compilation concludes with several songs and poems which reflect the paper's emphasis on movement and mental development. (LP)

ED 236 131 SP 023 107

Scaros, Barbara C.
Sight on Sites: An Approach to Coping with Teacher Stress--Preventing Burn-out.
New York City Teacher Centers Consortium, NY.
SPONS. AGENCY- Office of Education (DHEW), Washington, D.C.
PUB DATE- 81
AVAILABLE FROM- New York City Teacher Centers Consortium, 260 Park Avenue, South, New York, NY 10010 ($1.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Coping; Elementary Secondary Education; Expectation; Inservice Teacher Education; *Prevention; Self Concept; Self Evaluation (Individuals); Social Support Groups; *Stress Management; *Stress Variables; Teacher Attitudes; Teacher Behavior; *Teacher Burnout; Time Management
IDENTIFIERS- *Teacher Stress

This booklet, one of a series prepared by the New York City teacher specialists at Teacher Center Sites, describes a strategy for helping teachers to understand and deal with the sources of stress. The emphasis of this strategy is on identifying sources of stress, and organizing ways of effectively managing and preventing stress by increasing self-awareness and creating peer support. Contents of the publication include: (1) a definition of stress and personal checklist; (2) a description of teacher burn-out, the stages leading to it, and intervention strategies; (3) a stress inventory; (4) tips on time management; and (5) a description of the peer support/challenge process, a challenge sheet, and a bibliography. (JMK)

ED 235 739 HE 016 719

Bjorklund, Eskil
The Research on Higher Education Program. Swedish Research on Higher Education, 1983-1.
National Swedish Board of Universities and Colleges, Stockholm. Research and Development Unit.
PUB DATE- 83
AVAILABLE FROM- National Board of Universities and Colleges, R&D Unit, P.O. Box 45501, S-104 30 Stockholm, Sweden.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Reference Materials - Bibliographies (131)
DESCRIPTIONS- *College Role; Educational Philosophy; *Educational Research; *Foreign Countries; *Higher Education; Intellectual Disciplines; Research Needs; *Research Projects; Resource Allocation, Specialization
IDENTIFIERS- *Sweden

The Swedish National Board of Universities and Colleges' research on higher education program is discussed. The program's primary aim is to encourage discussion of the content, form, and effect of higher education activities. After outlining the distinctive properties and values of the program, the following main content areas of research are identified: higher education in society, the organization of higher education, and the conditions and potentialities of research and education. In addition, examples of questions that are being studied are discussed: (1) division of labor, professionalization, and specialization, (2) higher education traditions, research, and education ideologies, (3) the conditions and environment of research and research training, and (4) sectoral research. Information is also provided on how resources have been distributed between problem areas and the shifts in the involvement of the various disciplines. It is suggested that the research program is developing more coherent and deeper knowledge concerning the tasks of higher education, its internal life, and its function in society. A bibliography of the program's 1982-1983 publications and a list of current projects, both grouped by main content area, are included. (SW)

ED 235 840 IR 050 541

Educational Documentation: Present and Future. Proceedings of an International Meeting (Florence, Italy, May 31-June 4, 1982).
Biblioteca di Documentazione Pedagogica, Florence (Italy).
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTIONS- Cooperation; *Documentation; *Educational Technology; *Information Needs; *Information Networks; Information Processing; Information Systems; International Educational Exchange
IDENTIFIERS- Educational Information; Europe

The Library of Educational Documentation in Florence, Italy began work in 1980 on the establishment of an educational documentation system for Italy. Recognition of its role in this regard was accorded by the Regional Institutes for Educational Research, Innovation and Teacher Training (IRRSAE) and by the European Centre for Education (CEDE) in Frascati. The library envisages itself as a central point to which all organizations, researchers, scholars, and educators who are interested in educational problems can refer, confident of finding useful information and thereby avoiding repetitive research. With the acquisition of a large mainframe computer (IBM 370/148) in December 1981, the library began to establish an independent computerized system for the handling of educational documentation. In order to put this beginning effort on the strongest possible basis, the library decided to hold an international meeting on the subject of educational documentation and to invite speakers from other countries that had operational systems in this area. The proceedings of the meeting were envisaged as an opportunity for analysis and comparison that would benefit the Italian developmental efforts. Some of the major papers presented were: (1) A. M. Furtado, "The Present and the Future of the International Network for Educational Information"; (2) W. F. de Regt, "Eudised, a Decentralised System with a Common Thesaurus"; (3) S. Pissarro, "Information et Education: situation actuelle et perspectives. Le role du Centre National de Documentation Pedagogique (France)"; (4) E. Ekman, "Information on Actual Educational Research in Sweden and on Educational Documentation"; (5) W. E. de Regt, "Educational Policy Documentation in the Netherlands"; (6) A. Gwilliam, "Educational Documentation in the United Kingdom: Developments and Research"; (7) C. Hoover and T. Brandhorst, "Development and Current Status of the Educational Resources Information Center. A Model Bibliographic Control System Covering the Literature of Education in the United States"; (8) G. Biondi, "The Educational Documentation System in Italy: First Steps." (WTB)

ED 235 869 JC 830 499

Future Skill Needs Assessment of Selected Metropolitan Milwaukee Business and Industry.

Human Resource Services, Milwaukee, WI.

SPONS. AGENCY- Milwaukee Area Technical Coll., WI. Div. of Economic Development.
PUB DATE- May 83
AVAILABLE FROM- Coordinator, Economic Development Division, Milwaukee Area Technical College, 1015 North Sixth St., Milwaukee, WI 53203.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Demand Occupations; *Employment Projections; Employment Qualifications; Job Skills; Personnel Evaluation; Technical Institutes; *Technical Occupations; *Technological Advancement; *Trade and Industrial Education; Two Year Colleges
IDENTIFIERS- *Wisconsin (Milwaukee)

In spring 1983, a study was commissioned by Milwaukee Area Technical College (MATC) to identify the skills that would be needed by local businesses and industries within the next 5 to 7 years due to technological changes. Interviews were conducted with 25 deans, associate deans, and instructors at MATC and with representatives from 39 area firms. Industry representatives, including 39 personnel/human resources vice-presidents and 115 individuals with knowledge of the day-to-day operations and planned or projected changes in the companies, were asked about recent changes in the knowledge and skills necessary to job performance, existing skill deficiencies in current employees or job applicants, and new skills and jobs that would be required in the future. Findings, which were organized to correspond to MATC curricula, included the following: (1) future needs were difficult for the respondents to project due to rapidly changing technology; (2) firms were often dissatisfied with the basic educational skills of prospective employees; (3) computer skills were felt to be essential to occupations in mechanical drafting, metallurgy, technical engineering, tool and die making, electromechanical technology/hydraulics-pneumatics, industrial engineering, data processing, and business administration; and (4) two-year college graduates in the fields of nursing and business administration were expected to face increasing competition from four-year graduates. (LAL)

ED 235 944 RC 014 375

Stambler, Moses
The Mexican-American in the Health Care System.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Attribution Theory; Community Influence; *Cultural Differences; Cultural Education; *Cultural Influences; Delivery Systems; Disease Incidence; Family Attitudes; Family Influence; *Folk Culture; Health Personnel; *Health Services; *Mexican Americans; Physical Health; Poverty; *Social Support Groups; Socioeconomic Influences
IDENTIFIERS- *Folk Medicine

Mexican Americans differ from Anglo Americans in their types of health problems, relation to the American health care system, and responses to health care. Mexican Americans tend to underutilize available health resources because of fear of discrimination, perception of health workers as government representatives, and language and cultural factors. A relationship clearly exists between the health of Mexican Americans and certain demographic features: low income, little schooling, and ethnic segregation. Studies of mortality rates suggest that Mexican Americans share higher rates of poverty-related health problems with Blacks: rheumatic fever, pneumonia, influenza, and infant mortality. The Mexican American community provides its members with natural support systems: the extended family, folk healers, and religious institutions. Use of medical services is influenced by the cultural value placed on stoic endurance of bad health, and by folk theories of disease, folk remedies, and folk curers. Folk tradition attributes diseases to four causes: "hot and cold" imbalance in the diet, dislocation of internal organs, magical sources, and emotional states. Among Mexican Americans, illness is more likely to be attributed to social or environmental causes than to individual responsibility. Since Mexican Americans perceive the curer's role to be that of kind and understanding adviser, rather than efficient, clinical authoritarian, professional health/social workers should learn more about Mexican American culture to encourage use of social and health services. (MH)

ED 235 986 RC 014 439

Lomeli, Francisco A.
Teaching Chicano Literature: Changing Tides and Challenges.
PUB DATE- Dec 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Administrator Attitudes; College Curriculum; Controversial Issues (Course Content); *Course Content; Curriculum Problems; *Educational Strategies; Higher Education; Literary History; *Literature Appreciation; *Mexican American Literature; *Perspective Taking; Student Attitudes; *Teaching Methods
IDENTIFIERS- *Chicano Literature

Those wishing to teach Chicano literature face many obstacles: administrative indifference or hostility, cutbacks in courses perceived as "academic luxuries," and pragmatism of students who see Chicano literature courses as too esoteric. Acceptance as an integral part of the regular curriculum is still at stake. Chicano literature exists marginally in academic contexts and has to justify its usefulness as a viable field to teach and study. Some teachers claim students feel intimidated by the unsettling issues Chicano courses frequently raise. However, students can experience social history and a writer's perspective on life from a Chicano point of view through this literatue. Since pedagogically sound courses last longer and are harder to eliminate from the curriculum, teachers should organize courses in an efficient manner. Teachers of Chicano literature courses should provide a syllabus, go over literary terms to be used, integrate lectures with student involvement, provide a detailed history of Chicano literature, use visual aids, give students a library tour (to acquaint them with facilities and encourage them to do research), hand out specific guidelines on writing research papers, invite authors to lecture to the class, encourage after-class student participation, and, before exams, furnish students with an outline of material covered. (MH)

ED 236 042 SE 043 383

Fraser, Barry J.; Northfield, Jeffrey R.
A Study of Some Aspects of ASEP during Its First Year of Availability. CDC Professional Series.
Curriculum Development Centre, Canberra (Australia).
REPORT NO.- ISBN-0-642-96073-9
PUB DATE- May 81
AVAILABLE FROM- Curriculum Development Centre, P.O. Box 52, Dickson, A.C.T. 2602 Canberra, Australia ($5.60 in Australian currency).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Academic Achievement; *Classroom Environment; Critical Thinking; *Curriculum Development; Curriculum Evaluation; Grade 7; Inquiry; Science Course Improvement Projects; Science Curriculum; Science Education; *Science Instruction; Secondary Education; *Secondary School Science; Skill Development; *Student Attitudes
IDENTIFIERS- Australia; *Australian Science Education Project; Science Education Research

During 1974, materials developed by the Australian Science Education Projects (ASEP) became available in final published form. The publication of these materials was an especially important undertaking since ASEP was the first national curriculum project, in any subject area, to be developed in Australia. This report presents research into four aspects of ASEP evaluation. All studies were conducted at the seventh grade level and involved students in Victoria high schools. Questionnaires were used in the first study (chapter 2) to investigate teachers' understanding of ASEP philosophy and the impact of ASEP materials on their ideas about science teaching. In the second study (chapter 3), a battery of learning outcome measures were administered to ASEP/non-ASEP students at the beginning and end of the school year to examine the effectiveness of ASEP/non-ASEP materials in promoting learning changes. The impact of the learning environment as a focus for curriculum evaluation and research related to the learning environment in ASEP classrooms was investigated in the third study (chapter 4). The fourth study (chapter 5) made a comparison between classroom climate perceptions of ASEP/non-ASEP students and looked at the relationship between those perceptions and student learning. Objectives, methodology, results, and conclusions are provided for each of the studies. (Background information, origin/nature of ASEP, contemporary scene in science education, and first/second generation curriculum projects are discussed in the introductory section of the report. Appendixes present results of two 1974 surveys of science teachers' knowledge and use of ASEP, sample items from scales measuring learning outcomes, and examples of student activity charts.) (JN)

ED 236 071 SO 015 055

Falk, Barbara, Ed.; Harris, Joy, Ed.
Unity in Diversity: Multicultural Education in Australia.
Australian Coll. of Education, Carlton, Victoria.
SPONS. AGENCY- Australian Commonwealth Schools Commission, Canberra.
REPORT NO.- ISBN-0-909587-25-6
PUB DATE- 83
AVAILABLE FROM- Australian College of Education, 916 Swanston Street, Carlton, Victoria 3053 ($5.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120) Books (010)
DESCRIPTIONS- Bilingual Education; Case Studies; Community Involvement; Comparative Education; Cultural Background; Cultural Pluralism; Curriculum Development; Demography; Educational Objectives; Educational Practices; Educational Theories; Elementary Secondary Education; Ethnic Groups; Foreign Countries; Higher Education; Migrant Children; *Multicultural Education; National Surveys; Organizations (Groups); Racial Bias; Second Language Learning; Teacher Education
IDENTIFIERS- Aboriginal People; *Australia

Papers presented at two institutes held in Australia to discuss multicultural education are presented. Topics discussed include demographic background of Australia, principles of Australian pluralism, problems and issues for teachers making decisions on curriculum, the educational experience of children of migrant origin, the objectives and implementation of multicultural education, a case study of an Aboriginal school, the experience of the Strelley Station school, which has provided a model and inspiration for bilingual education and community involvement, a case study of a school where the children are predominantly Anglo-Saxon, a description of St. John's Greek Orthodox College, key issues raised by a national survey of ethnic schools in Australia 1981-82, implications of multicultural education for teacher education, a national language policy, commonwealth initiatives in multicultural education, educational theories and practices, cultural and linguistic factors affecting the educational achievements of Aboriginals, influences of ethnic community organizations on multicultural education, strategies for the development of a multicultural education curriculum, ethnic and racial prejudice in Australia, and policies and programs for the teaching of languages. A list of participants is included. (RM)

ED 236 099 SO 015 138

Schug, Mark C.; Birkey, C. Jean
The Development of Children's Economic Reasoning.
SPONS. AGENCY- Joint Council on Economic Education, New York, N.Y.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Cognitive Development; Cognitive Measurement; Cognitive Processes; *Concept Formation; Curriculum Design; Developmental Stages; *Economics Education; Educational Research; Individual Development; Knowledge Level; *Learning Readiness; *Learning Theories; Primary Education; Schematic Studies
IDENTIFIERS- *Piaget (Jean); *Piagetian Stages

The development of economic reasoning in young children is examined from the theoretical perspective of Piaget's work on cognitive development. To determine a possible correlation between grade level and the type of reasoning children use to approach economic problems, 70 urban children, preschool through grade 3, answered questions which measured understanding of basic economic concepts--scarcity, choice, opportunity costs, monetary value, price and exchange, and advertising. Responses were categorized as indicating either unreflective reasoning (characterized by linear, literal responses) or emerging reasoning (characterized by flexible responses and an awareness of reciprocal relationships). Findings indicated that the type of child's reasoning was statistically different by grade level for all concepts except exchange and scarcity. Moreover, the pattern of responses in all cases but opportunity costs showed an upward progression from simple to abstract reasoning by grade level. Thus, the hypothesis that economic understanding develops in a way reflective of Piaget's theory is supported. Results also indicate that economic understanding varies, depending on children's experience. This suggests that children's economic reasoning could be enhanced through class activities and field trips. The report concludes with a table illustrating study findings. (LP)

Marland, E. J., Comp.
New Zealand Journal of Educational Studies: Cumulative Index of Volumes 1-17, 1966-1982.
New Zealand Council for Educational Research, Wellington.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTIONS- Book Reviews; Educational Research; *Elementary Secondary Education; Foreign Countries; *Higher Education; Indexes; *Preschool Education
IDENTIFIERS- New Zealand; *New Zealand Journal of Educational Studies

This cumulative index lists all articles and book reviews published in the "New Zealand Journal of Educational Studies" from 1966 to 1982. The index consists of three sections. In the main entry section, citations are grouped in numerical order beginning with the first article published. The author and institution index provides access to the entries by personal and corporate authors, institutions, and names of conferences. In the subject index, each entry has been assigned descriptors from the "Thesaurus of ERIC Descriptors," ninth edition, 1982. Some changes in indexing the contents were made to conform with New Zealand usage. In all of the indexes, entries are linked to the main entry section by means of the unique accession number assigned to each item. (RH)

ED 236 014 SE 043 293

Bell, Beverley, Ed.
Teaching about Animal, Plant, Living. Part 1. Learning in Science Project. Working Paper No. 31.
Waikato Univ., Hamilton (New Zealand).
PUB DATE- Nov 81
AVAILABLE FROM- University of Waikato, Science Education Research Unit, Hamilton, New Zealand.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142) Reports - Research/Technical (143) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Animals; Biology; Comprehension; *Concept Formation; Concept Teaching; *Curriculum Development; Elementary School Science; Elementary Secondary Education; Learning; *Science Activities; Science Education; *Science Instruction; Scientific Concepts; *Secondary School Science; Teaching Methods
IDENTIFIERS- *Learning in Science Project; *New Zealand; Plants (Botany); Science Education Research

Presented is a guide for teaching activities produced as a result of a Learning in Science Project investigation which showed that children often have quite different meanings for the words "animal," "plant," and "living" than do scientists. Included are: (1) focus of instruction at different educational levels; (2) a suggested teaching program; (3) survey instruments; (4) an outline to categorizing activities; and (5) guidelines for teaching about reasons (emphasizing the scientific reasons used in the process of categorization). Major instructional foci include: increasing children's awareness of living things, animals, and plants by providing opportunities to observe these different phenomena (Level 1); developing classification skills, and classifying living things, plants, and animals as scientists do (Levels 2-3); contrasting scientists' meanings for these words with the metaphoric and everyday use of the words (Level 4); and considering reasons scientists use for classifying things into living, non-living, animal, and plant (Level 5). The survey instruments are provided for teachers to find out what students mean by the words "animal," "plant," and "living thing" before and after a teaching/learning episode. (JN)

ED 236 028 SE 043 309

Stead, Keith
Outlook on Science. Learning in Science Project. Working Paper 50.
Waikato Univ., Hamilton (New Zealand).
PUB DATE- Jun 82
AVAILABLE FROM- University of Waikato, Science Education Research Unit, Hamilton, New Zealand.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Cognitive Processes; Cognitive Style; *Cultural Differences; Curriculum Development; Elementary School Science; Elementary Secondary Education; *Females; Field Dependence Independence; Interviews; Learning; *Parent Attitudes; Questionnaires; Science Education; Science Instruction; *Secondary School Science; Sex Differences; *Student Attitudes; Student Characteristics
IDENTIFIERS- *Learning in Science Project; *New Zealand; Science Education Research

This research sought to identify reasons why the study of science was being rejected by girls and Polynesian students. From eight schools chosen to give a representative coverage of ethnic grouping (Maori, European, Pacific Island) and type (single sex, coed, rural, urban, primary, intermediate, secondary), 20 Form 1 to 4 classes were administered five cognitive measures and a science questionnaire (included in an appendix). In addition, 26 students and their parents were interviewed separately. Results indicate significant differences between sexes, European and Maori students, and European and Pacific Island students. Student responses during interviews tended to focus primarily on attitudes toward subjects (like/dislike) or their perceived value (important/unimportant). Typical parental responses are presented under the following categories: function of school; importance of school subjects; nature of science; necessity of science knowledge in the everyday world; who studies science; sex differences and science; and ethnic differences and science. Parental attitudes and sex/ethnic factors noted indicate that teachers need to: (1) explore, challenge, modify, and extend students' beliefs about science; (2) identify students' perceptions of other people's views; and (3) develop parents' outlooks on science beyond those which they themselves have developed in school. (JN)

ED 235 782 IR 010 855

Finley, Sevilla, Como.
Statistical Software Packages for the Microcomputer.
Appalachia Educational Lab., Charleston, W. Va.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Mar 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTIONS- Computer Oriented Programs; *Computer Programs; *Microcomputers; *Statistical Analysis
IDENTIFIERS- Appalachia Educational Laboratory WV; *Software Reviews

The nine microcomputer statistical software packages that are described comprise the statistical software collection at the Appalachia Educational Laboratory (AEL). The packages are compatible with AEL's Apple II microcomputer, though many are also available with other microcomputers. References to software reviews are included for some programs. Descriptions of the software programs were synthesized from the commercial literature when practical, and include title, source, author, hardware type, subject, price, and an overview. The following specific programs are described: (1) Econometrics Linear Forecasting (ELF); (2) Edu-Ware Statistics 3.0; (3) Education Stat Pac; (4) 531-CP Start Systems, Version 3.01; (5) INTROSTAT 2.1; (6) Kendall's Coefficient of Concordance, W; (7) SoC and CFSoC Scorer, Version 1.0; (8) Statistics with DAISY; and (9) STATPRO Statistical Package, Edition III, Version III. (LMM)

ED 235 797 IR 010 875

Johnson, Bruce K.
Film and Video Utilization Study.
C4 Management Consultants Ltd., Calgary (Alberta).
SPONS. AGENCY- Calgary Board of Education (Alberta).
PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Elementary Secondary Education; Expenditures; *Film Libraries; Foreign Countries; *Instructional Films; Library Circulation; Media Selection; Questionnaires; *Teacher Attitudes; *Teacher Education; *Use Studies; *Videotape Recordings
IDENTIFIERS- *Alberta (Calgary); Canada

A project was conducted to study Calgary teachers' use of films and videotapes borrowed from a media services loan library and to identify the significant variables affecting their film and tape use. Data were gathered through a preliminary survey of six schools and a subsequent survey of 500 randomly selected teachers in the district. Results are reported for nine major study objectives: (1) measure teachers' perception of effectiveness of preservice and inservice teacher training; (2) measure teachers' perception of increasing or decreasing use of film and videotape; (3) identify reasons why teachers' use is increasing or decreasing; (4) identify ways in which teachers are using film and videotape in instructional programs; (5) measure degree to which teachers preview unfamiliar films and videotapes prior to classroom use; (6) identify their reasons for not previewing materials; (7) identify barriers to use as perceived by teachers; (8) measure teachers' perception of the importance of alternative (non-curriculum or indirect instruction) uses of film and videotape; and (9) measure the priority teachers perceive should be placed on expenditures in various areas relating to film and tape use. Appendices include the preliminary survey form, the questionnaire circulated in February 1983, and cover letters for the February questionnaire. (LMM)

ED 235 811 IR 050 468

Huq, A. M. Abdul

The Challenges, Rewards and Pitfalls in Teaching Online Searching.

PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Databases; Higher Education; *Information Retrieval; *Library Education; *Online Systems; Professional Training
IDENTIFIERS- Online Search Skills

Online searching is now a recognized specialization in library schools, but there are certain problems involved with offering online courses. There is a large amount of material to be covered, especially in one course. Students must learn new concepts and make them work in a machine environment. It is difficult to offer suggestions for a fruitful search when students are stumped at the terminal, because there are many reasons for search failures. Search mechanics are easily taught, but not search concepts, particularly in the absence of an established search theory. Hands-on experience with all major search services and many databases is demanded by students; as a result, library schools cannot offer online courses on a cost recovery basis. The amount of online time available and the utilization of this time have become causes of controversy as the number of databases increases. Instructors of library school online courses should not attempt to replace training by vendors; they should emphasize concepts and principles rather than techniques and tactics. This paper is based on information from the literature of online searching and on the experiences of an instructor, graduate assistants, and former graduates at St. John's University of Jamaica, New York. (Author/ESR)

ED 235 826 IR 050 484

Kroah, Larry A.
Resource Sharing of Printed Materials among Dayton-Miami Valley Consortium Libraries in 1982: A Descriptive Study.
PUB DATE- Sep 83
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Academic Libraries; *Consortia; *Interlibrary Loans; *Library Networks; Public Libraries; *Regional Cooperation; Research Libraries; Special Libraries; Tables (Data); Union Catalogs
IDENTIFIERS- *Dayton Miami Valley Consortium OH; *Multitype Library Networks; Shared Resources

A study was conducted in 1982 of interlibrary loan transactions among member libraries of the Dayton-Miami Valley Consortium (DMVC), a multitype library network located in Ohio which includes research, academic, special, and public libraries, in order to: (1) identify individual libraries and groups of libraries which are net lenders and net borrowers; (2) identify loaning and borrowing patterns for books and copies of periodical articles; and (3) provide information for an independent examination of the reasons for extant exchange patterns and for a reexamination of the DMVC's interlibrary loan policies and procedures. It was found that: most DMVC libraries are borrowing materials from many consortium libraries; where possible, DMVC libraries are borrowing from smaller and medium-sized libraries rather than requesting materials exclusively from the consortium's research university libraries; while the research-oriented Wright State and University of Dayton libraries are net lenders, they also borrow heavily from each other and from other DMVC libraries; some smaller academic and special libraries are net lenders to the consortium's research university libraries; more books than periodical article photocopies are exchanged by a ratio of approximately 10 to 7; and distance between libraries appears to play a role in determining where borrowing libraries request materials. (Author/ESR)

ED 235 855 JC 830 476

Rivera, Manuel G.
Placement of Students in English Courses in Arizona Community Colleges, 1981.
PUB DATE- Nov 81
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- College English; College Mathematics; *Community Colleges; Remedial Programs; *Screening Tests; State Surveys; *Student Placement; Writing Evaluation
IDENTIFIERS- *Arizona

In 1981, a survey was conducted to determine the methods used in Arizona community colleges to place students in English composition courses. Questionnaires concerning placement practices were sent to 32 community college administrators, and 21 usable responses were returned. Study findings included the following: (1) while no college required an examination prior to admission, 52% required an examination prior to registration; (2) a wide variety of examinations, most commercially prepared, were used for student placement in English courses; (3) 62% of the colleges used a writing examination for student placement, with eight using a multiple choice test and more than half using a writing sample; (4) 22% of the colleges required a mathematics examination prior to registration; (5) 52% used test scores for placement and 48% used them in counseling; (6) 57% used English courses as prerequisites for other English courses; and (7) 38% used English Placement Examination scores as prerequisites for English courses, but no college used these scores as prerequisites for social sciences, technology, or occupational courses. (LAL)

ED 235 885 PS 013 880

West, Edwin G.
Are American Schools Working? Disturbing Cost and Quality Trends. Policy Analysis No. 26.
Cato Inst., Washington, DC.
PUB DATE- 9 Aug 83
AVAILABLE FROM- Policy Analysis, Cato Institute, 224 Second Street S.E., Washington, DC 20003 ($2.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Academic Achievement; Comparative Analysis; *Educational Change; *Educational Quality; Elementary Secondary Education; *Expenditure Per Student; Private Schools; *Public Education; Public Schools
IDENTIFIERS- National Commission on Excellence in Education

The National Commission on Excellence in Education has concluded that the quality of education in public schools in America is declining. Other reports have indicated that serious basic skill deficiencies have been identified among secondary school graduates and nongraduates entering the work force. Total annual public educational expenditures rose by 8 percent from 1971 to 1981, although enrollment and achievement (the latter measured by scores on the Scholastic Aptitude Test) declined. The average current expenditure per pupil is twice as high in public schools as in private schools. Several issues have been studied to determine their correlation with student achievement--for example, different types of schools and classrooms, teacher characteristics, salary differentials and merit pay, class size, physical resources, instructional strategies, and the use of time in schools. Public opinion has also reflected several issues of concern: obtaining proper financial support, drug usage, poor curricula, difficulty getting good teachers, teachers' lack of interest, integration/busing, discipline, violence, and vandalism. The 1982 Coleman study has suggested that private schools have a more efficient performance record than public schools. Specific proposals for reform by the Commission include increasing the school year, requiring more math and science classes, encouraging competition between public and private schools, and deregulating public and private education from state control. (BJD)

ED 236 001 SE 043 260

Mechling, Kenneth R.; Oliver, Donna L.

Science Teaches Basic Skills. Handbook I. Project for Promoting Science among Elementary School Principals.

National Science Teachers Association, Washington, D.C.

SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- 83
GRANT- SER-8160347
AVAILABLE FROM- National Science Teachers Association, Special Publications, 1742 Connecticut Avenue, NW, Washington, DC 20009 (set of 5, $15.25).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Basic Skills; Elementary Education; *Elementary School Science; Interdisciplinary Approach; *Process Education; Reading Skills; Science Curriculum; Science Education; *Science Instruction; *Science Programs; *Skill Development
IDENTIFIERS- Mathematics Skills; National Science Foundation

Science is often the stepchild among elementary school subjects--something less than basic but not quite elective. This handbook encourages elementary school principals to begin thinking about science as a fourth "R" in their school's curriculum, a subject that teaches basic skills while enhancing those learned in other curricular areas. The handbook stresses the benefits of teaching science and identifies the basic skills that may be learned from science instruction. In addition, it relates science process skills to other areas of the elementary school curriculum and provides models for integrating and relating science to reading, language arts, mathematics, and other curricular areas. Issues are addressed in the 12 sections of the handbook under the following headings: (1) What are basics?"; (2) What's so basic about science content?"; (3) What's so basic about science processes?"; (4) What's so basic about science attitudes?"; (5) Science promotes creativity; (6) Science encourages creative thinking; (7) Science with health; (8) Science develops math skills; (9) Science motivates art and music; (10) Science develops reading skills; (11) Science builds social studies skills; and (12) What happens when science isn't considered a basic? (JN)

ED 236 132 SP 023 151

Ellis, E. Taylor, Ed.
Who's Where in Recreation Education: A Directory of Professional Preparation Curricula in Parks, Recreation, Leisure, and Related Areas.
American Alliance for Health, Physical Education, Recreation and Dance, Reston, VA. American Association for Leisure and Recreation.
REPORT NO.- ISBN-0-88314-224-4
PUB DATE- 83
AVAILABLE FROM- American Alliance for Health, Physical Education, Recreation and Dance Publication Sales, Box 704, Waldorf, MD 20601 ($8.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Directories/Catalogs (132) Books (010)
DESCRIPTIONS- *College Curriculum; *College Programs; Community Colleges; Higher Education; Hospitality Occupations; *Leisure Education; *Parks; *Professional Education; *Recreation

This directory provides a guide to higher education institutions offering park and/or recreation classes and programs. The first section presents institutions, by state, with mailing addresses, department identification and chairs, telephone numbers, enrollment (1982-83 academic year), and available course options. Section 2 presents a listing of community colleges, by state, with the same information as in the first section. The third section is a compilation of institutions by degree programs (master's, directorate, or doctorate) offered. In the fourth section, institutions are listed by program options, including general recreation, general resource, commercial recreation, forest recreation, municipal recreation and parks, outdoor recreation, park and resource management, recreation administration, therapeutic recreation, and travel and tourism. (JD)

ED 235 754 HE 016 734

Sobeih, Nabil Ahmed Amer
Role of the Arab Universities in Labour Education: A Comparative Study.
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTIONS- Adult Students; *College Role; *Comparative Education; Economic Factors; Education Work Relationship; *Foreign Countries; Higher Education; *Labor Education; Labor Force Development; School Attitudes; *School Business Relationship; Social Influences; *Unions
IDENTIFIERS- *Arab States; Canada; Czechoslovakia; France; Great Britain; Hungary; United States; USSR; Yugoslavia

Current and future prospects for workers' education in the Arab region, the relationship between Arab universities and workers' education, and the role of workers and their trade unions are discussed. In addition, examples of university activity in workers' education programs of some non-Arab countries are described. Although the climate is right for appraising accomplishments and possibilities for university assistance to workers' education, the main responsibility for the major decisions in workers' education must remain with the trade unions and other workers' organizations. Workers' education needs to consolidate general education designed for workers at large, to enhance special courses designed for union leaders, and to relate the content of programs to the economic and social framework within a particular country. A complicating factor is the alienation that has existed between the unions and the colleges, since colonialism in the Arab region focused attention on education for employees required for the administrative bodies. Proposals regarding Arab universities' activity in workers' education are offered, and examples of such activity are discussed for the following countries: France, Britain, the United States, Canada, Czechoslovakia, Hungary, Yugoslavia, the Soviet Union. (SW)

ED 235 768 HE 016 756

Oversight of Student Loan Marketing Association (Sallie Mae). Hearing Before the Subcommittee on Education, Arts and Humanities of the Committee on Labor and Human Resources. United States Senate, Ninety-Seventh Congress, Second Session.

Congress of the U.S., Washington, D.C. Senate Committee on Labor and Human Resources.

PUB DATE- 12 Aug 82
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTIONS- *Agency Role; College Students; *Credit (Finance); *Federal Legislation; Financial Aid Applicants; Fiscal Capacity; *Hearings; Higher Education; Investment; *Loan Repayment; Money Management; Organizations (Groups); *Student Loan Programs
IDENTIFIERS- Congress 97th; *Student Loan Marketing Association

Hearings concerning the activities of the Student Loan Marketing Association (Sallie Mae) are presented. Attention is focused on a request for an exemption under federal priority for recovering money owed the Association in the event that it files for liquidation or reorganization in the future under the Bankruptcy Act. It is noted that two goals of the Association are to provide a public service by assuring loan liquidity for student credit demands in the states, and to make a profit. Attention is directed to: the Association's organization, role, and activities; its performance as a quasi-government entity; new expanded authority of the Association to include virtually all functions of the Guaranteed Student Loan Programs, and the question of whether it has an unfair advantage in the marketplace over others that are involved in similar types of activities. Consideration is also given to the Association's direct or indirect responsibility to students and whether this responsibility conflicts with its obligations to its shareholders or bond holders. Publications and information are included on the legislative history of the Association and the probable consequences if the Association is unable to market its debt obligations in the public market. (SW)

ED 235 900 PS 013 904

Olson, Roberta A.; Chaney, John M.
Parent Training with Asthmatic Children.
PUB DATE- Aug 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Asthma; Children; Coping; Locus of Control; *Mental Health; Parent Attitudes; *Parent Education; *Physical Health; Program Effectiveness; Relaxation Training; Self Concept; *Therapy

To examine the effects of an 8-week parent/child cognitive behavioral treatment intervention on physiological, symptomatic, and behavioral indices of asthma, a comparison was made of results on 1-year pre-intervention and 1-year post-intervention assessments. The first year of the study involved a retrospective collection of medical data for 18 children (9 treatment and 9 matched controls); identical measures were gathered after treatment for the second year follow-up. Subjects (14 male and 4 female) ranged from 5.5 to 12 years of age. Therapists were seven pediatric psychology trainees, all experienced in behavioral medicine. Treatment was standardized across therapists by procedural outlines for each session, standardized relaxation tapes, weekly therapists' meetings throughout the study, and feedback from the principal investigator. Major goals of the study were (1) to improve daily pulmonary functioning; (2) to improve the symptomatic features of asthmatic attacks; and (3) to assess compliance with medications, to decrease children's manipulative or maladaptive behaviors prior to and during an asthma episode, and to increase school attendance. Additional goals for children included assessment of locus of control, self-image, and coping ability. The parent/child training program was found to be effective in maximizing daily pulmonary functions, decreasing symptomatic features of asthma, and increasing children's and parents' behavioral compliance and positive personal perceptions of the controllability of asthma. (RH)

ED 235 916 PS 013 932

Child Nutrition Programs: Description, History, Issues, and Options. Committee Print. Ninety-Eighth Congress, First Session.

Congress of the U.S., Washington, D.C. Senate Committee on Agriculture, Nutrition, and Forestry.

REPORT NO.- S-PRT-98-15
PUB DATE- Jan 83
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTIONS- Children; *Cost Effectiveness; *Federal Programs; *Financial Support; *Nutrition; Program Descriptions; *Program Development; *Public Policy; Tables (Data)
IDENTIFIERS- Budget Reconciliation Act; *Legislative History

Intended for use by the Committee on Agriculture, Nutrition, and Forestry of the United States Senate, this publication (1) provides background information on the Department of Agriculture's child nutrition programs, (2) describes the legislative history of the programs and their specific components, and (3) outlines policy alternatives for consideration in the event that budget reductions in the programs occur. Programs covered include the national school lunch program; the school breakfast program; the child care food program; the summer food service program; the special milk program; the special supplemental food program for women, infants, and children; the commodity supplemental food program; the nutrition education and training program; and the state administrative expenses program. Tables indicate the anticipated level of savings resulting from the Reconciliation Acts of 1980 and 1981. Options for changes in two or more programs, as well as options for changes in individual programs, are specified. Concluding remarks briefly focus on general characteristics of the child nutrition programs that may attract future congressional attention but for which no specific legislative options have been included in this committee publication. (RH)

ED 235 931 RC 014 292

Helge, Doris
Personal Development Skills and Strategies for Effective Survival as a Rural Special Educator. Student Text for the Curriculum Module.
Murray State Univ., Ky.
PUB DATE- Jul 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- Behavior Change; Higher Education; Individual Development; Instructional Materials; *Learning Activities; Learning Modules; Methods; *Rural Areas; *Skill Development; *Special Education Teachers; *Stress Management; *Stress Variables
IDENTIFIERS- Affective Domain; Cognitive Domain; Physiological Domain

The student text explains stress factors and aids in the development of a personalized stress management program for rural special educators. The text is designed to help teachers analyze personal characteristics that relate to stress producing situations, reasons contributing to those personal characteristics, personal and professional effects of stress, and personal characteristics that need change. Also the text helps teachers design for themselves a relevant stress reduction plan. Following an introduction to stress and stress management, the text is divided into three major sections which discuss stress causes for rural special educators and stress reduction through cognitive, affective, and physiological methods.

The three sections use worksheets contained in an appendix to help teachers explore various stress reduction methods. Suggested cognitive activities include identifying stress patterns, recognizing emotions, applying an emotional continuum to stress reduction, identifying currently used stress reduction methods and resources, and practicing new methods. Suggested affective stress reduction activities include structuring appropriate releases for anger, structuring a social support group, building positive attitudes, and desensitizing oneself to anxiety-producing situations. Physiological methods of stress reduction focus on increasing circulation, relaxation techniques, and nutrition. The text includes a reading list. (SB)

McConnell, Beverly B.
Evaluation of Computer Assisted Instruction in Math, Pasco School District. Final Report.
Pasco School District 1, Wash.
PUB DATE- Sep 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Comparative Analysis; *Computation; *Computer Assisted Instruction; Elementary Education; *Elementary School Mathematics; Grade 3; Grade 6; Limited English Speaking; Mathematical Concepts; *Mathematics Achievement; Mathematics Curriculum; *Mathematics Instruction; *Mathematics Skills; Migrant Children; Remedial Instruction; Special Education
IDENTIFIERS- *Pasco School District WA

Computer assisted instruction (CAI) significantly improved the math skills of elementary school children, according to the results of an experiment conducted by the Pasco (Washington) School District. The experiment was designed to determine whether CAI would improve student math performance and whether CAI would improve math performance more than a less expensive alternative program. During two semesters, approximately 500 students in grades 3-6 received one of three math treatments: CAI, the alternative paper and pencil drill and practice program, or the regular district math curriculum. While all three treatments brought children from below to above age grade norms in total math, CAI improved the learning of total math and computational skills significantly more than the other two treatments. The regular curriculum was more successful in improving concept application skills. CAI was most effective at the third grade level and least effective at the sixth. CAI was also very effective for children enrolled in special education and remedial programs, for migrant children, and for children with limited English proficiency. A positive correlation existed between length of time spent on the computer and gain in math performance. A high and consistent correlation also existed between grade equivalent ratings on standardized tests and those ratings derived from the computer. (SB)

ED 235 973 RC 014 413

McCarty, T. L.; Wallace, Stephen
Navajo Leadership and Government: A History. Sixth-Ninth Grade Navajo Bilingual-Bicultural Social Studies Curriculum.
Rough Rock Demonstration School, Ariz. Navaho Curriculum Center.
REPORT NO.- ISBN-0-936008-22-9
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- *American Indian Education; *American Indian History; American Indian Literature; American Indian Reservations; Cultural Background; Cultural Interrelationships; Culture Contact; Elementary Secondary Education; *Federal Indian Relationship; *Governmental Structure; Government Role; *Leaders; Leadership Qualities; Leadership Responsibility; Legends; North American History; Relocation; Tribal Sovereignty
IDENTIFIERS- *Navajo (Nation); *Navajo Tribal Council; Tribal Government

This history of Navajo leadership and government, part of the sixth-ninth grade Navajo bilingual-bicultural social studies curriculum from the Navajo Curriculum Centers, covers types of government from the animal leaders of Navajo legend to modern times. The text is divided into five chapters: "The First Leaders," "New Neighbors--New Government," "Fort Sumner and Return," A Time of Change," and "Modern Leaders--Modern Tribal Government." The history of Navajo leadership before and after the arrival of the Spaniards, and subsequently the Anglo Americans, is given. Hostilities between Navajos and the United State government; Navajo government at Fort Sumner, New Mexico, after the "Long Walk" from Ft. Sumner; the first Navajo reservation; and the beginning of Bureau of Indian Affairs agencies, Navajo chapters, and the Navajo Tribal Council are discussed. Navajo government in the 1930's, the stock reduction problem, changes in the Tribal Council, Navajo participation in World War II, and Navajo leaders since the war are described. Eight blocks, containing from two to six questions to think about, are interspersed throughout the text. Drawings, maps, and photographs illustrate the text. (MH)

Thomas, Paul F.
Climatic Concepts and Regions.
British Columbia Teacher's Federation, Vancouver.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Geographic Materials (133)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Climate; Concept Teaching; Environmental Influences; *Geographic Regions; *Geography Instruction; Humidity; Learning Activities; *Map Skills; Physical Geography; Secondary Education; Teaching Methods; Temperature; Units of Study; Weather; Wind (Meteorology)
IDENTIFIERS- Africa; PF Project

Designed for students in grades 7 through 12, this teaching unit presents illustrative resource materials depicting concepts related to climate and geographic regions. Emphasis is on giving students an understanding of climatic elements and factors, not as isolated, disjointed entities, but as a dynamic interplay of forces having a very definite impact on the earth's surface. Climate is thus seen as the key to understanding natural and physical regions. Suggestions for teaching a unit on climate include: (1) using a laboratory approach; (2) making concepts real and personal for the student; (3) making sure all important interconnections are discovered; and (4) using a programmed approach so students can see their step-by-step progress in some logical order of complexity. Unit topics include climatic factor, climatic element, wind and pressure, precipitation, convection, and temperature. Students are required not only to identify climatic regions on a map of Africa but to record their understanding by completing charts and cross-sections. An answer key and notes for student assignment sheets are provided, together with illustrations, charts, and graphs. Although most of the activities are based on maps of Africa, they can be easily adapted to other continents and parts of continents. (LH)

Environmental Education: A Sourcebook for Primary Education.
Curriculum Development Centre, Canberra (Australia).
REPORT NO.- ISBN-0-642-96211-1
PUB DATE- Apr 81
AVAILABLE FROM- Curriculum Development Centre, P.O. Box 52, Dickson A.C.T. 2602, Australia ($19.75).
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Collected Works - General (020)
DESCRIPTIONS- Childrens Literature; Course Organization; *Curriculum Development; Dramatic Play; Educational Planning; Elementary Education; *Environmental Education; Integrated Curriculum; Junior High Schools; Language Arts; *Learning Activities; *Outdoor Education; Program Descriptions; School Community Relationship; School Policy; Teaching Methods; Urban Environment
IDENTIFIERS- Environmental Attitudes; *Environmental Awareness; Environmental Concepts

Arranged in four sections, the book offers practical techniques for introducing environmental education at the primary level. The first section, on planning, outlines a conceptual framework for environmental education, describes how the staff at one primary school developed a K-7 curriculum, examines an in-service course on environmental science for K-2 teachers and students, discusses an environment week festival, presents environmental guidelines for schools, and suggests ways to develop school grounds for environmental education. The second section focuses on language arts and discusses the relationship between language development and environmental education. Other topics include environmental awareness in contemporary Australian children's books, drama as a means for developing environmental awareness, a curriculum offering about a hypothetical township entitled "Walmit Divided," and the use of videotaped environmental conflict simulations as a teaching tool. Section 3 focuses on the outdoors as a medium for environmental education and describes techniques for heightening student's awareness of their surroundings through the Pilot Environmental Education Project, the Primary Environmental Education Project, and the Urban Field Study Centre. The final section describes a third grade environmental education curriculum and suggests ideas for using community gardening and animals in environmental education activities. (LH)

ED 236 116 SP 022 531

Lapan, Stephen D.; Vogel, Francis X.

A Checklist for University Supervisors Regarding the Operation of Successful Intern Seminars and Field Experiences.

Northeastern Illinois Univ., Chicago. Dept. of Counselor Education.

PUB DATE- 23 Oct 82

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTIONS- Check Lists; Course Content; Evaluation Methods; *Field Experience Programs; Higher Education; Inservice Teacher Education; *Internship Programs; Rating Scales; Seminars; Student Experience; *Supervisory Methods

IDENTIFIERS- PF Project

Designed for university educators, a 34-item checklist for improving the quality of student internships and field experiences is provided. The content of the checklist is based upon comprehensive evaluation results gathered from post-internship students, agency personnel, and university staff. Topics on planning for seminar experiences and field supervision include: (1) the items to be included in a written course outline for students; (2) steps to take early in a course; (3) obtaining feedback on course progress before the middle of a course; (4) techniques to keep in mind throughout a course; (5) tips for planning field supervision; (6) the supervisor's role in visiting interns; and (7) successful techniques for judging the work of an intern. The checklist is general enough to be used in a variety of preparatory programs as well as in the teaching professions. (LH)

ED 235 740 HE 016 720

Johnson, Rhoda Barge
Factors Related to the Postbaccalaureate Careers of Black Graduates of Selected Four-Year Institutions in Alabama.
Southern Education Foundation, Atlanta, Ga.
PUB DATE- May 82
AVAILABLE FROM- Southern Education Foundation, 811 Cypress Street, Atlanta, GA 30308 ($4.00).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160) Numerical/Quantitative Data (110)
DESCRIPTIONS- *Black Colleges; *Blacks; *College Graduates; *Education; Educational Attainment; *Employment Level; Family Characteristics; Grade Point Average; Graduate Surveys; Higher Education; Income; Job Satisfaction; Predictor Variables; Private Colleges; Reputation; State Colleges; Vocational Followuo
IDENTIFIERS- *Alabama

Career attainment levels of black college graduates and predictors of career attainment were studied. Attention was directed to the effect of college control (public/private), college racial composition (traditionally black institutions--TBI and predominantly white institutions--PWI), college grade average, and parents' socioeconomic status on educational attainment, occupational status income level, and job satisfaction. Questionnaires were administered to 210 black graduates from selected four-year Alabama institutions. Multivariate techniques were employed to determine the amount of variance in career attainment that was attributable to the characteristics of the graduates and the institutions they attended. Findings include the following: the reputation of the institution was rated as very important; a large majority of graduates reported that they were employed as professionals, technical workers, or administrators; private PWI graduates were more likely to have jobs with higher occupational status scores, while private TBI graduates were more likely to earn higher incomes; and the first jobs with the highest status and income levels were likely to go to graduates with the highest overall grade point averages. A literature review, questionnaire, and bibliography are included. (SW)

ED 235 783 IR 010 857

Lesgold, Alan; Reif, Frederick

Computers in Education: Realizing the Potential. Chairmen's Report of a Research Conference, Pittsburgh, Pennsylvania, November 20-24, 1982.

Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- Jun 83
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (S/N-065-000.00187-0, $3.75 per copy).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Cognitive Processes; *Computer Assisted Instruction; Educational Needs; Elementary Secondary Education; Futures (of Society); Instructional Improvement; *Instructional Innovation; Instructional Materials; Material Development; *Media Research; *Program Implementation; *Research Needs; Technological Advancement
IDENTIFIERS- *Computer Uses in Education

The future of computers in education and the research needed to realize the computer's potential are discussed in this report, which presents a summary and the conclusions from an invitational conference involving 40 computer scientists, psychologists, educational researchers, teachers, school administrators, and parents. The summary stresses the basic conference conclusion that striking improvement in the quality and productivity of education through computer-based instructional systems is attainable, but only with a national investment that continues reliably for several years. Details regarding this conclusion are presented for four topic areas, with an emphasis on the following research needs: (1) prototype research, including computer uses in coaching and tutoring, diagnosis, simulated laboratories, and games; (2) basic cognitive research, including research related to thought and learning processes, knowledge structure and knowledge retrieval, mental models, diagnosis of cognitive abilities, and artificial intelligence; (3) other research issues; and (4) implementation of research. (LMM)

ED 235 987 RC 014 440

Schechter, Michael G.
Assessing the Impacts of Intergovernmental Economic Organizations: The Case of the World Bank and Nonformal Education.
PUB DATE- 25 Mar 82
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Administrator Attitudes; Administrator Role; *Change Strategies; Developing Nations; Educational Change; Elementary Secondary Education; *Financial Policy; Financial Support; Foreign Countries; International Organizations; *International Programs; International Relations; *Nonformal Education; *Organizational Effectiveness; Policy Formation; *Rural Development; Rural Education
IDENTIFIERS- Impact; McNamara (Robert); *World Bank

A preliminary investigation into the World Bank's support of non-formal education in less-developed countries discusses the role of education in the development process, the Bank's concern with education, and its funding of non-formal education projects. The Bank's involvement in education projects is described, from support for upper division schooling (beginning in 1963) to a shift to an emphasis on non-formal education when Robert McNamara became President of the Bank in 1968. McNamara's concern with rural education and functional literacy programs for adults, and his broadening of the scope of educational projects supported by the Bank are noted, as well as his emphasis on teacher training, curriculm development, and educational innovation/experimentation, rather than physical construction. Specific Bank-funded non-formal education projects are mentioned briefly, with an analysis of impacts and obstacles to project effectiveness. The study concludes that few persons writing about or orchestrating non-formal education policies agree on the intended beneficiaries or whether intended benefits are received; that the Bank's strategy evolved from "trickle down" to "growth and equity"; that presidents of the Bank have had major impact on funding priorities; and that the minimal impact of McNamara's push for primary and non-formal education was due to the fact that he was fighting an uphill battle against many obstacles. (MH)

ED 236 043 SE 043 384

Halasa, Ofelia; And Others
Do-It-Yourself Home Savings Techniques Program. Final Report.
Cleveland Public Schools, OH. Dept. of Research and Analysis.
SPONS. AGENCY- Department of Energy, Washington, D.C.
PUB DATE- Jun 83
GRANT- DE-FG02-81RS10322
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTIONS- Curriculum Development; Curriculum Evaluation; *Energy; *Energy Conservation; High Schools; *Inservice Teacher Education; Instructional Materials; *Program Evaluation; Science Education; Science Instruction; Science Programs; *Secondary School Science; *Units of Study
IDENTIFIERS- *Energy Education; Insulation

This report assesses the Do-It-Yourself Home Savings Techniques project, which was designed to develop and test an instructional unit for making homes energy efficient. The project, implemented at schools in the Cleveland City School District from October 1981 through February 1983, involved 11 science teachers and approximately 1,200 students. The report includes a program plan, summary of project operations, summary of lesson units with related objectives and activities, and project evaluation. Key project accomplishments are noted: (1) development of a curriculum guide, ("Do-It-Yourself Energy Guide"), consisting of nine energy lessons; (2) assembling of materials required by the instructional activities of the energy lessons; and (3) provision of periodic inservice workshops for participating teachers. Teachers assessed lessons for degree of relevance, practicality, and adaptability to home use while students evaluated them for clarity, quantity of new knowledge, time allowed, and overall usefulness. Teachers also rated the quality of inservice support. In addition, parents responded to energy activities tried in the home. All ratings by students, staff, and parents were markedly favorable. (Appendices contain forms used to collect information and some of the recommendations made for program improvement). (Author/JM)

ED 236 072 SO 015 056

Shenk, Dena; Vora, Erika
Are the Elderly Retired from Active Life? A Cross-Cultural Comparison.
PUB DATE- 7 Dec 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Aging (Individuals); *Cross Cultural Studies; Gerontology; *Older Adults; *Retirement; Social Adjustment; Social Science Research
IDENTIFIERS- Denmark; *Disengagement (Gerontology); *Social Participation; West Germany

A problem with gerontology theory is that it focuses on a social view of the aged, ignoring individual and cultural variables. A person is judged to have aged successfully if he has adjusted to society's definition of an "elderly person." Similarly, most studies of programs and options for the aged reflect the view of the service providers rather than the perceptions of the target population. A more realistic approach is to evaluate the needs and determine the success of a group of aging individuals from that group's perspective. Operating from within this framework, a study was conducted of the elderly in two communities in Aalborg, Denmark, and Loehne, West Germany. During the summer and fall of 1981, 200 interviewees responded to an open-ended questionnaire concerning social and recreational activity. Findings discount the generally accepted idea that the elderly withdraw from active life. Almost all those surveyed engaged in low or medium strain pasttimes such as walking, traveling, or playing cards. About one-fourth also enjoyed more strenuous activities such as swimming, gardening, and biking. Moreover, respondents maintained a high level of involvement with other people through these activities and family visits. While based on a small sample, these findings indicate the need for continued research in this area. (LP)

ED 236 100 SO 015 140

Sommers, Lawrence M.
The Significance of Regional Analysis in Applied Geography.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Cartography; Design Requirements; Educational Change; Energy; *Evaluation Methods; *Geographic Regions; *Geography; Physical Environment; Policy Formation; Population Distribution; *Regional Characteristics; *Regional Planning; Spatial Relationship (Facilities); Statewide Planning

Regional analysis is central to applied geographic research, contributing to better planning and policy development for a variety of societal problems facing the United States. The development of energy policy serves as an illustration of the capabilities of this type of analysis. The United States has had little success in formulating a national energy policy, partly because it has failed to consider that various energy forms have regional patterns of need, availability, acceptance, and cost effectiveness. A successful policy must reflect this regional variation. Policy formulation should involve classification, mapping, and spatial analysis of regional characteristics as they relate to population densities, transportation systems, and socioeconomic variables. Several volumes on geographic data processing systems and computer programs are available to facilitate such analysis. Geographic analysis of local factors such as urban clustering are also relevant to energy policy formulation. Implementation of planned settlements would enable energy saving measures such as transportation cost cuts and district heating systems. Because of the uses of regional analysis in applied geography, greater emphasis should be given to this approach in graduate and undergraduate programs, both in methodology and substance courses. The paper includes samples of regional analysis maps and computer programs. (LP)

ED 235 798 IR 020 049

McDannold, Thomas A.
Instructional Use of the Microcomputer: Personal Experiences.
PUB DATE- Sep 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Community Colleges; *Computer Assisted Instruction; *Computer Managed Instruction; Computer Oriented Programs; Computer Programs; Earth Science; Educational Technology; Information Storage; *Microcomputers; Recordkeeping; Teaching Methods; Two Year Colleges; Word Processing
IDENTIFIERS- Computer Resources; *Computer Uses in Education; PF Project

The purpose of the paper is to address the instructional use of the microcomputer at the community college level. Specific attention is given to two principal types of microcomputer instructional use: computer managed instruction and computer assisted instruction (CAI). Five computer managed instruction applications are discussed: (1) the word processor for the generation of tests, outlines, syllabuses, and manuscripts; (2) the spelling checker for faster typing and the elimination of errors; (3) record keeping programs for assisting in classroom attendance and grade maintenance functions; (4) the file system for storing student data, course bibliographies, and research activities; and (5) graphing programs for the creation of graphs for classroom use. Following a brief discussion of self-authored and purchased courseware, three forms of CAI are discussed: drill and practice, tutorial, and simulation. The paper warns that certain conditions can be anticipated when using computer assisted instruction, such as lack of typing skills and fear of microcomputers by some students. The importance of the number of students and the structure of a team assigned to a microcomputer is emphasized. Eleven conclusions are listed, followed by appendices containing a sample grade sheet, a sample classroom graph, a list of courseware review sources, and a list of earth science courseware. (LH)

ED 235 812 IR 050 469

Cummins, Thompson R.
The Changing Role of Librarian.
PUB DATE- 78
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Financial Support; History; *Library Administration; *Political Influences; *Public Libraries; *Public Support; State Libraries; United States History
IDENTIFIERS- *Library Development; *Library Funding

This paper explores the political responsiblity of the library administrator, particularly in regard to government funding of public libraries and state library agencies. The history of library development in the United States is outlined, revealing the original political base of the library movement and indicating the necessity for political support if the structure is to remain intact. The philosophy and political involvement of individuals who took part in the establishment and growth of libraries is reviewed with mention of the political activities of Benjamin Franklin, Edward Everett, Edwin Hatfield Anderson, and other persons. Further sections describe the legal instruments which serve as the basis for library establishment, the control mechanisms of the various types of library boards, and the funding of public, school, university, and special libraries at the local, state, and federal levels. The role of the American Library Association (ALA) is also examined with regard to its political awareness, involvement, and effectiveness. It is concluded that political implications are evidenced in every area of librarianship and that the library administrator must be politically involved, particularly in the area of library funding. A 16-item bibliography and a 10-item selected bibliography are provided. (ESR)

ED 235 827 IR 050 485

Duttweiler, Robert W.
The Role of Libraries in an Information Age.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Economic Factors; *Futures (of Society); Information Scientists; *Information Services; *Library Automation; Library Education; Library Networks; *Library Role; Political Issues; Social Influences; Technological Advancement
IDENTIFIERS- Information Technology

The future role of libraries will develop as a consequence of social, technological, political, economic, and educational factors that are evident today, including: (1) the development of an information society and the question of paper versus paperless means of transmitting information; (2) the growing use of micrographics, telecommunications, videotex, and home computers; (3) the copyright issue and the need for a national information policy; (4) seriously limited library funding levels, the development of fee-based information services, and the information equity question; and (5) the scope of information careers and the types of degrees obtained by information professionals. These factors indicate that libraries will play an active support role in the future. Historically the three main functions of a library have been to collect, preserve, and retrieve information. Fundamental changes are occurring in library procedures due to networking and the development of online cataloging, interlibrary loans, acquisitions, and information retrieval. A cooperative network of resource sharing libraries will probably evolve in the future with service, not storage, as the primary library function. An extensive bibliography is included. (Author/ESR)

ED 235 841 JC 820 107

Hamblin, Fred, Ed.
Critical Issues in College System Management: Conference Proceedings (Toronto, Ontario, October, 1981).
Association of Colleges of Applied Arts and Technology of Ontario, Willowdale.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Community Colleges; *Delivery Systems; *Educational Change; Educational Development; *Educational Finance; *Educational Objectives; Foreign Countries; Resource Allocation; State Colleges; *Statewide Planning; Technical Institutes; *Technological Advancement; *Two Year Colleges
IDENTIFIERS- *Ontario

These proceedings contain all of the formal presentations made at a conference focusing on policy issues affecting the Colleges of Applied Arts and Technology of Ontario. Introductory remarks by Harry Fisher are followed by an outline by Blair Tully of the Ontario government's focus on high technology and the projects of the Board of Industrial Leadership and Development. Panel discussions focus on: (1) "Program Objectives in the High Technology Era" (chair: William Newnham; panelists: A. S. Aidelbaum, Donald Pollock, and Archie Turner); (2) "Program Delivery in a Changing Environment" (panelists: George Farrow, Riske Taher, and Diana Schatz; (3) "Resource Allocation and Maximization" (chair: Doug Light; panelists: Charles Johnston and John Humber); (4) "The Development of a Responsive System" (chair: Charles Pascal; panelists: William Case, Norman Williams, William Cruden, and Ken Hunter); and (5) "Developing Alternative Strategies" (panelists: David Sutherland, Michael Skolnik, Doug Light, and Charles Pascal). Additionally, the proceedings contain presentations by Bill Fox on the expansion and improvement of industrial training; by Ian Macdonald on the economic situation in Canada and the role of postsecondary education in economic growth; and by Bette Stephenson on the importance of lifelong learning in a changing society. (LAL)

ED 235 856 JC 830 477

Hoffman, Margaret Gross
Community College Programs with Business and Industry, Student Development, Academic and Administrative Use of Technology, and Unique College Programs: A Professional Development Report.
PUB DATE- Oct 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- College Administration; College Programs; Community Colleges; Cooperative Programs; *Educational Technology; Professional Development; *School Business Relationship; *Student Development; Technical Institutes; *Two Year Colleges

Nine two-year colleges were visited during an administrative professional development leave from the Community College of Allegheny County. The visits were conducted during summer 1983 to observe and discuss: (1) college programs with business and industry; (2) student development programs; (3) academic and administrative uses of technology; and (4) unique college programs. This paper summarizes information obtained during visits to Brevard Community College, FL; Central Carolina Technical College, NC; Danville Community College, VA; Delhi Agricultural and Technical College, NY; Dutchess Community College, NY; Orange County Community College, NY; Rockland County Community College, NY; Sullivan County Community College, NY; and Valencia Community College, FL. With respect to programs with business and industry, the paper covers types of programs and courses offered, target population, factors influencing success, and advisory board use. In the area of student development, the paper reviews efforts to support cultural events, increase student involvement and leadership, involve student government in decision making, improve advisement and counseling, and support sports programs. With regard to administrative and instructional uses of technology, information is provided on the use of computer task forces, fiscal constraints, business/faculty exchanges, and word processing labs. After listing several unique college programs, the paper concludes by recommending on-site visits for professional development. (LAL)

ED 235 870 JC 830 827

McNelly, Geraldine Day
Teaching with Film: Anthropology in the Community College.
PUB DATE- Nov 79

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Anthropology; Community Colleges; Course Organization; *Instructional Films; Program Descriptions; *Relevance (Education); Student Characteristics; Student Reaction; Teaching Methods; Two Year Colleges; Two Year College Students

An instructor's experiences in teaching an introductory anthropology course organized around films are presented. Following a description of the atmosphere at the community college in New York City and the characteristics of the students, a rationale is provided which cites films as a means of breaking down the traditional barriers to learning of these students. The films, glossary words, and pictorials used in the 15-week course are then listed on a week-by-week basis. Topics covered are genetics, evolution, adaptive change, cultural adaptation, state formation, and colonialism. Finally, the positive and negative results of the class are discussed, especially in terms of how the students were affected. (DC)

Trion, D. A.; Jinks, J. L.

Rural Science Education: Blueprint for All?

PUB DATE- Nov 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Academic Achievement; Interpersonal Relationship; Rural Education; *Rural Environment; Rural Schools; Rural Urban Differences; School Size; *Science Education; Science Teachers; Scientific Literacy; Scores; Secondary Education; *Student Attitudes; *Student Teacher Relationship; *Teacher Behavior; *Teaching Methods
IDENTIFIERS- National Assessment of Educational Progress

Characteristics of the rural school environment may partially account for the stability of rural students' science scores at a time of declining national science scores on the National Assessment of Educational Progress Test. The relative success of rural science students may be tied to the rural student-teacher relationship. Several studies reveal greater interpersonal communication in rural school settings. The success may also stem from student attitudes toward teaching behaviors. According to a survey of the attitudes toward teaching behaviors of students from a variety of demographic areas with urban and rural populations, school size does not affect student perception of desirable science teaching behavior. Rural and urban students are united in their perceptions of those teaching behaviors that indicate quality science teaching. They perceive teachers who are well-prepared to conduct an activity-oriented class with hands-on experience in a nearly natural setting as being high quality teachers. The fact that student success in the classroom is influenced by student perception of the classroom environment, coupled with the fact that student preferences in methodolgical behaviors are somewhat in line with the environment in rural schools, may partially account for rural students' stable science scores. (SB)

ED 236 015 SE 043 294

Osborne, Roger; Schollum, Brendan
Toward Solutions: The Work of the Physics Action-Research Group. Learning in Science Project. Working Paper No. 32.
Waikato Univ., Hamilton (New Zealand).
PUB DATE- Nov 81
AVAILABLE FROM- University of Waikato, Science Education Research Unit, Hamilton, New Zealand.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142) Reports - Research/Technical (143)
DESCRIPTIONS- Cognitive Processes; College Science; Comprehension; *Concept Formation; Concept Teaching; *Curriculum Development; Elementary School Science; Elementary Secondary Education; *Force; Higher Education; Learning; Material Development; Motion; Physics; Science Education; *Science Instruction; Scientific Concepts; *Secondary School Science; Teaching Methods
IDENTIFIERS- *Learning in Science Project; *New Zealand; Science Education Research

In the action-research phase of the Learning in Science Project, four groups of people worked on problems identified in the project's second (in-depth) phase. The Physics action-research group considered problems related to the teaching and learning of ideas associated with force and motion, suggesting that children's ideas of these concepts might be modified by a "force through momentum" approach. The approach builds on children's intuitive ideas of the physicists' momentum concept, introduces the label "momentum" for that concept, and separates out for children the distinct difference between momentum and force. Three types of materials were developed to implement the approach: (1) a booklet containing background information on typical children's/scientists' views on force, friction, and gravity; (2) a booklet providing specific teaching activities directly useable in classrooms; and (3) inservice course material. Classes were surveyed prior to and after the teaching sequence using survey A and survey B (the latter included in an appendix). Although some children had modified their views, there was increase (after instruction) in the number of students who considered momentum to be a force. (Typical survey results and a partial interview transcript of the student who changed his views during one of the trials are included in appendices.) (JN)

ED 236 029 SE 043 310

Bell, Beverley; And Others
Video: Animals; Electric Current; Force; Science Activities. Learning in Science Project. Working Papers 51-54.
Waikato Univ., Hamilton (New Zealand).
PUB DATE- 81
AVAILABLE FROM- University of Waikato, Science Education Research Unit, Hamilton, New Zealand.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142) Reports - Research/Technical (143) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Animals; Comprehension; *Concept Formation; *Curriculum Development; Electricity; Elementary School Science; Elementary Secondary Education; Force; Interviews; Learning; Science Activities; Science Education; *Science Instruction; *Secondary School Science; Teaching Methods
IDENTIFIERS- *Learning in Science Project; *New Zealand; Science Education Research

Four papers to be used in conjunction with video-tapes developed by the Learning in Science Project are presented. Topic areas of the papers focus on: (1) animals; (2) electric current; (3) force; and (4) science activities. The first paper presents transcripts of class discussions focusing on the scientific meaning of the word animal. The second paper includes excerpts from three interviews where 11-year-old children were asked about their ideas regarding electric currents in a simple electrical circuit, summary of children's ideas about electrical currents, and a sample lesson taking into account their ideas. The third paper includes discussions of scientists'/children's ideas about force, excerpts from interviews with children on their ideas of force, and lessons designed to modify children's views of scientists' views. Presented in the fourth paper are: excerpts from interviews with children designed to provide insight into their views about what happens when a crystal is dissolved in water; an activity involving the dissolving of crystals in water (which makes unfounded assumptions about the ideas children bring with them to the lesson); and an alternative approach to the same lesson where an attempt is made to take the children's views into account. (JN)

ED 236 133 SP 023 152

Devaney, Margaret T., Ed.; Penney, Phyllis A., Ed.
Dance Directory. Programs of Professional Preparation in American Colleges and Universities. Twelfth Edition.
American Alliance for Health, Physical Education, Recreation and Dance, Reston, VA. National Dance Association.

REPORT NO.- ISBN-0-88314-257-0
PUB DATE- 83
AVAILABLE FROM- American Alliance for Health, Physical Education, Recreation and Dance Publication Sales, Box 704, Waldorf, MD 20601 ($6.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Directories/Catalogs (132) Books (010)
DESCRIPTIONS- Admission Criteria; College Curriculum; *College Programs; *Dance; *Dance Education; *Degrees (Academic); *Fine Arts; Higher Education; High Schools; Majors (Students); *Professional Education

This directory contains Dance Major and Minor program listings, given by 214 colleges and universities in the United States, listed alphabetically by state. Dance offerings of two Canadian institutions are also listed. This twelfth edition includes information concerning programs previously listed, plus new entries. Included are addresses, telephone numbers, faculty, titles of undergraduate and graduate courses, and program emphasis. Features not formerly cited are names of directors of college dance companies, names of associated professional companies, and identification of programs requiring auditions. Performing Arts High Schools are included in the listings. (JD)

Harnisch, Delwyn L.; Ryan, Katherine E.
An Investigation of the Relationship of Achievement Motivation with Achievement in Mathematics for Students in the United States and Japan.
PUB DATE- Sep 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Achievement Need; *Attribution Theory; Cross Cultural Studies; *Cultural Differences; Foreign Countries; *Mathematics Achievement; Research Problems; Secondary Education; *Secondary School Students; Sex Differences; *Test Anxiety
IDENTIFIERS- Japan; United States

A study was made of cross-cultural patterns of achievement motivation in relationship to the mathematics achievement of Japanese and American boys and girls approximately 16 years of age. Sample sizes were 9,582 for the United States subjects (specifically, from Illinois) and 1,700 for the participants from Japan. Data came from performance on the High School Mathematics Test, which was administered during the spring term of the 1981-82 testing cycle. The test consisted of 60 items covering a range of mathematical topics, including algebra, geometry, modern math, data interpretation, and probability. A background questionnaire including two measures of achievement motivation (success/failure attributions and test anxiety) was completed by all students during the testing session. Results of correlational analyses revealed a number of associations between (1) gender, test comfort, and attribution variables; and (2) mathematics achievement performance in both within- and between-country comparisons. Specifically discussed are between- and within-country differences in the relationship between gender and mathematics performance, the relationship between test comfort and mathematics achievement performance, and between-country differences in relationships of attribution variables to mathematics achievement performance. It was concluded that current measures of achievement attribution are inadequate to assess motivational patterns in Japan, and that the much higher test scores of the Japanese students do not justify new policy recommendations, given the basic differences between the two countries.

ED 235 901 PS 013 906

Heinicke, Christoph M.; And Others
Change in Parent and Child: Aiding at Risk Children Through Psychoanalytic Social Work with Their Parents. Preliminary Final Report. Volumes I and II.
California Univ., Los Angeles. Dept. of Psychiatry.
SPONS. AGENCY- National Institutes of Health (DHEW), Bethesda, Md.; Office of Child Development (DHEW), Washington, D.C.
PUB DATE- 76
GRANT- NIH-RR-3; OCD-48
LANGUAGE- English
EDRS Price - MF01/PC17 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Case Studies; *Caseworker Approach; Child Development; Comparative Analysis; *Day Care; Early Childhood Education; Elementary School Students; Followup Studies; *High Risk Students; *Individual Development; Intervention; Kindergarten Children; Longitudinal Studies; One Parent Family; Parent Child Relationship; *Parents; *Preschool Children; Preschool Curriculum; Social Services
IDENTIFIERS- *Psychiatric Social Workers

Investigating a family intervention approach coordinating psychiatric social work services and development planning by day care center staff, a short-term longitudinal study was made of children and their families from entry into preschool day care through participation in kindergarten and primary grades. Of the 105 preschool children studied, 60 attended the Culver City Children's Center (CCCC) and 45 attended a comparable, geographically distant center that differed from the CCCC in not providing social work services to families. From entry to the 24-month point, daily and at least weekly process data were collected on each family and each child; cross-sectional assessments were also regularly made at the entry point, after 6 weeks, and after 5, 12, and 24 months. Ratings of the child's development were supplemented by various test assessments. Once children were in kindergarten or primary grades, teachers assessed them twice each school year on 16 behavioral ratings. Cross-sectional assessments for the comparison center families and children were made available. Depending on the year of project operation, social workers used psychoanalytically oriented techniques with families in one of three different parent interventions: open-ended, problem-oriented, or consultative with selective use of social work services. Attempts were made to assist children of single working welfare mothers, who were at risk for adapting unsuccessfully to kindergarten. (RH)

Mechling, Kenneth R.; Oliver, Donna L.
The Principal's Role in Elementary School Science. Handbook II. Project for Promoting Science among Elementary School Principals.
National Science Teachers Association, Washington, D.C.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- 83
GRANT- SER-8160347
AVAILABLE FROM- National Science Teachers Association, Special Publications, 1742 Connecticut Avenue, NW, Washington, DC 20009 (set of 5, $15.25).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Administrator Role; *Curriculum Development; Elementary Education; *Elementary School Science; Leadership; *Leadership Responsibility; *Principals; Program Improvement; Science Curriculum; Science Education; Science Instruction; *Science Programs
IDENTIFIERS- National Science Foundation

This handbook is designed to assist elementary school principals in improving and maintaining quality science education programs, while strengthening their role as science curriculum leaders. The handbook can be used as a resource for disseminators as they prepare for meetings with principals' groups and as a reference that can be used by principals in the day-to-day operation of their schools. Major emphasis is on the role of the principal as a: science leader; science curriculum analyst; force in selecting/developing new science curricula; provider of inservice instruction; monitor of science program progress; and as a troubleshooter. In addition, the importance of principals, importance of science, and relationship of science and principals are considered. Recommendations to improve the principal's leadership role in science are included. Some, like letting teachers know that the principal is interested in science, can be done easily. Others, like visiting classrooms to observe science teaching/learning, take time. And, still others, like ensuring that children have science supplies/materials to work with, cost money. While it may not be possible for principals to try all suggestions, if they begin with one or two that seem to have the most promise for success, the result could be an improved science curriculum. (JN)

ED 236 087 SO 015 077

Environmental Education: A Sourcebook for Secondary Education.
Curriculum Development Centre, Canberra (Australia).
REPORT NO.- ISBN-0-642-96215-4
PUB DATE- Dec 81
AVAILABLE FROM- Curriculum Development Centre, P.O. Box 52, Dickson A.C.T. 2602, Australia ($19.75).
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Collected Works - General (020)
DESCRIPTIONS- *Class Activities; Controversial Issues (Course Content); *Curriculum Development; Dramatic Play; *Environmental Education; Field Studies; Integrated Curriculum; Language Arts; Learning Activities; *Local Issues; School Community Relationship; School Policy; Secondary Education; Simulated Environment; *Urban Environment; Values
IDENTIFIERS- Environmental Attitudes; Environmental Awareness; *Environmental Concepts

Arranged in three sections, the book offers practical techniques for introducing environmental education at the secondary level. The first section, on planning, outlines a conceptual framework for environmental education, discusses development of school policy on environmental education, provides approaches to controversial and values issues, presents ways for developing school grounds for environmental education, and describes an environment week festival. The second section, arranged in three parts, gives examples of ways in which environmental education has been and can be implemented in school programs. Topics focus on discussing language development as the major means by which we make meaning of our environment, integrating the humanities and home economics in environmental education, and using drama, games, and simulations in environmental education programs. Part 2 emphasizes urban studies and studying and interacting with the local urban environment. Specific activities involving community action are described. Part 3 focuses on the implementation of environmental education in the field through school camps and field study centers and gives examples of possible junior-secondary outdoor activities. (LH)

ED 236 117 SP 022 534

McCormick, Sally; Boyer, Maggi
Parents: Yes You Can!
Planned Parenthood Association of Bucks County, Bristol, PA.
PUB DATE- 81
AVAILABLE FROM- Planned Parenthood Association of Bucks County, 721 New Rodgers Rd., Bristol, PA 19007 (1 copy, free, quantity price on request).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Pamphlets; *Parent Education; Parent Materials; Parent Role; Program Descriptions; *Sex Education; *Sexuality; Values
IDENTIFIERS- PF Project

Seminars offered by the Planned Parenthood Association of Bucks County (Pennsylvania) are described as sessions which provide encouragement and support to parents in their efforts to talk with their children about sexuality. The content of the free, four-session seminars is briefly described and a contact for further information is given. The remainder of this short document is a pamphlet which is a parent guide for teaching children about sexuality. (EM)

ED 235 741 HE 016 721

Abatso, Yvonne
Coping Strategies: Retaining Black Students in College.
Southern Education Foundation, Atlanta, Ga.
PUB DATE- 82
AVAILABLE FROM- Southern Education Foundation, 811 Cypress Street, Atlanta, GA 30308 ($4.00).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- *Academic Achievement; *Academic Persistence; *Black Students; *College Freshmen; *Coping; Dropout Prevention; Expectation; Higher Education; Locus of Control; *Personality; Questionnaires; School Holding Power; Self Concept; Student Attitudes; Student College Relationship; Study Skills

A study was conducted to determine whether there is an identifiable coping personality related to academic achievement and retention for black college students. Low coping students were also taught coping strategies to determine whether mastering academic requirements facilitates achievement and persistence. The relationship of black student retention and the college's academic/social system were also assessed. The total freshman class of 265 students from a small, private, historically black, liberal arts university was administered the Student Information Form, a self-report battery, during freshman orientation week. The battery was concerned with self-concept of ability, locus of control, expectancy of success or failure, perception of the opportunity structure, coping, and verbal ability. In addition, two versions of a freshman followup form were administered to on-campus returnees and transfers/dropouts. Low and high coping freshmen were also taught coping strategies and study skills and exposed to a network of support groups. It was found that coping strategies were related to achievement and that achievement significantly influenced retention. Students who persisted had learned personality attitudes that gave them a sense of control over events. Additional findings and a freshman student questionnaire and follow-up forms are presented. (SW)

ED 235 755 HE 016 742

Kaufman, Juliet, Ed.; And Others
Adult Recruitment Practices.
American Coll. Testing Program, Iowa City, Iowa. National Center for the Advancement of Educational Practices.
PUB DATE- 82
AVAILABLE FROM- American College Testing Program, P.O. Box 168, 201 North Dodge Street, Iowa City, IA 52243.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- Academic Advising; Admissions Officers; *Adult Students; Ancillary School Services; Career Planning; *College Students; *Continuing Education; Extension Education; Higher Education; Inplant Programs; Marketing; National Surveys; Nursing Education; *Outreach Programs; Publicity; Public Speaking; Questionnaires; *Reentry Students; School Business Relationship; Staff Development; Student Needs; *Student Recruitment

Findings of an American College Testing Program 1981 survey on college recruitment of adult students are summarized, and 12 articles on adult recruitment are presented. Titles and authors are as follows: "Adult Recruitment Practices: A Report of a National Survey" (Patricia Spratt, Juliet Kaufmann, Lee Noel); "Three Programs for Adults in Shopping Centers" (John L. Wiley, Julie Rich); "Northern State College Advertising Campaign" (Myrle Hanson); "Educational Referral Services: A Brokering System for Adults" (Miriam L. Freeman); "Admissions Training at Coe College: Easing the Transition" (Dot Hinman); "Going 'On Location:' The Business/Industrial Institute" (Keri Thiessen); "A Career Planning Workshop for Adults" (Beryl J. Heidorn); "Program of Return to Advanced Learning (PORTAL) at Cedar Crest College" (Christine L. Ward); "The Role of Advisement in Recruitment and Retention of Adult Learners at Canisius College" (Jerome L. Neuner); "A Commitment to Adult Students: Two Northern Kentucky University Off-Campus Programs" (Ralph L. Pearson); "Public Speaking as a Recruiting Tool" (Joan Barry); "The Regional Access to Nursing Program" (Carol D. Brown); "Reaching the Re-Entry Adult: A Model for Outreach and Service" (Carol S. Layne). Adult recruitment and needs assessment questionnaires are appended. (SW)

ED 235 769 IR 010 789

The PTA TV Trainer's Manual.
National PTA, Chicago, Ill.
PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- *Broadcast Television; Change Agents; *Change Strategies; *Citizen Participation; Compliance (Legal); *Federal Regulation; *Programing (Broadcast); Technological Advancement; Television Commercials; Television Viewing; Volunteers
IDENTIFIERS- *Federal Communications Commission; Parent Teacher Association

This updated version of a 1977 manual provides information about the television industry, communications regulations, and citizen recourse to improper broadcasting procedures for use in training Parent Teacher Association (PTA) volunteers to work for effective change within the television industry. The first section discusses the operations of the television industry, explaining the roles of audience research companies, networks, producers, syndicators, advertisers, and local stations. The second section focuses on the Federal Communications Commission (FCC) and how parents and teachers can have a voice in FCC decisions. Topics discussed include the ascertainment process, fairness doctrine, personal attack rule, equal time rule, political editorials and endorsements, complaints, license procedures, petition to deny, and visiting the television station. Additional chapters on monitoring television and training volunteers for local action include copies of monitoring forms, suggested agendas for training sessions, sample press releases, suggested readings and film resources, a directory of citizens groups, and a simulation exercise for an ascertainment interview. A final section on the video revolution includes a directory of cable and pay TV suppliers and a critical viewing skills resource list. An appendix contains an agreement between a citizens group and a television station, and lists of broadcast legislation and television advertisers and their products. (LMM)

ED 235 871 JC 830 828

Lamal, Pauline Dove
Art and Technology.
PUB DATE- Sep 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Artists; *Art Materials; *Color; Community Colleges; Creative Art; *Office Machines; Program Descriptions; *Reprography; Technological Advancement; *Technology Transfer; Two Year Colleges

Art has always adapted technological advances to its own uses. In the last 15 years, art has turned to color photocopiers, computers, mimeograph machines, and thermofax copiers. With this in mind, Central Piedmont Community College began offering a course in 1982 called "Art and Technology" which focused on the application of office machines to art. The course used local artists to demonstrate techniques in this field. Techniques used, all of which produced unique results, included: (1) using color copiers and heat-transfer paper to transfer images onto other surfaces; (2) using a process called "frottage" in which a photocopy is soaked in lighter fluid and then rubbed onto another surface; (3) partially dissolving an image in solvents and running it through a lithograph press; (4) transferring images from thermofax paper to cotton fiber paper; (5) transferring images onto fabrics; (6) running a stencil through a mimeograph machine several times using different colors; and (7) using blue-line or diazo copiers in conjunction with photocopiers. Outgrowths of the course included a local exhibit of art by the students and guest artists as well as an exhibition in Morocco. (DC)

ED 235 917 PS 013 933

Baker, Betty Ruth; Curtis, K. Fred
The Kindergarten Student Aide: Procedures and Practices in the Kindergarten Classroom.
Baylor Univ., Waco, Tex.
PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Guidelines; Higher Education; *Kindergarten; Practicums; *Preservice Teacher Education; Primary Education; *Student Participation; *Student Teachers

Provided are guidelines for student participation in kindergarten classrooms under the aegis of the Baylor University Kindergarten Student Aide Program. The guidelines specify requirements and responsibilities of student aides; suggest environmental, instructional, and student variables for observation; and provide recommendations for student involvement in small- and large-group activities. Also provided are general hints for the student aide and guidance for aides participating in school routines such as playground activities, mealtime, and use of restrooms and drinking fountains. (RH)

ED 235 932 RC 014 293

Helge, Doris
Personal Development Skills and Strategies for Effective Survival as a Rural Special Educator. Instructor's Supplement for the Curriculum Module.
Murray State Univ., Ky.
PUB DATE- Jul 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Higher Education; Individual Development; *Learning Activities; *Learning Modules; *Rural Areas; Skill Development; *Special Education Teachers; *Stress Management; Stress Variables; Teacher Education; Teaching Guides; *Teaching Methods
IDENTIFIERS- Affective Domain; Cognitive Domain; Physiological Domain

The supplement describes instructional alternatives for a curriculum module addressing stress reduction for rural teachers of special education. Designed to help teach the personal survival and development skills that special education teachers need to live and work in rural communities, the module helps teachers understand stress and its potential effects on their professional performance; understand the interacting cognitive, affective, and physiological aspects of stress; explore stress reduction techniques; and begin to develop a personalized master plan for stress reduction. The supplement describes the instructor's major tasks when teaching the module and the necessary preparation for teaching the classes. Organized similarly to the student text, the supplement indicates the major points and explains primary and alternative activities for each section. The supplement includes 12 transparency masters for the module and a list of optional reading and supplemental materials. (SB)

ED 235 960 RC 014 399

Evaluation Report of the Ontario Camp Leadership Centre at Bark Lake.
Applied Research Consulting House Ltd., Mississauga (Ontario).
SPONS. AGENCY- Ontario Ministry of Tourism and Recreation, Toronto.
PUB DATE- Jun 82
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Adolescents; Attitudes; Educational Facilities; Evaluation Methods; Foreign Countries; *Leadership Training; Nonschool Educational Programs; Outdoor Education; Program Evaluation; Questionnaires; *Resident Camp Programs; *Skill Development; *Summer Programs; Young Adults; *Youth; Youth Programs
IDENTIFIERS- *Ontario Camp Leadership Centre; *Sponsors

Both participants in the Ontario Camp Leadership Center at Bark Lake and their sponsoring organizations agreed on the benefits of the leadership development experience and enthusiastically endorsed the program. Researchers conducted a 19-question telephone survey of 202 program participants and a 32-question survey of 40 sponsors and 20 non-sponsors to determine the impact and value of the 3-week summer sessions in leadership training for young men and women aged 16-18. Sponsors thought the intense program helped participants develop a variety of interpersonal and leadership skills. Although most sponsors wanted more timely information, they felt the program benefited their organizations, the youth themselves, and the community at large. They intended to continue sponsoring participants. Participants enjoyed the program's challenges, felt they gained significant and enduring leadership skills, and thought the Bark Lake program was outstanding among leadership programs. Because participants were the program's best advertisement, non-sponsors missed the opportunity to learn about the program. Most non-sponsors did not send participants because of inconvenient timing or scheduling conflicts. Important elements of the successful program were the emphasis on personal orientation, the focus on leadership, the exposure to new people and ideas, and the facilities. The telephone questionnaires are appended. (SB)

ED 235 974 RC 014 414

Wallace, Stephen; And Others
Navajo Leadership and Government: A History. Teacher's Guide. Navajo Bilingual-Bicultural Social Studies Curriculum.
Rough Rock Demonstration School, Ariz. Navaho Curriculum Center.
REPORT NO.- ISBN-0-936008-24-5
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *American Indian Education; *American Indian History; American Indian Reservations; *Course Objectives; Cultural Background; Cultural Education; Elementary Secondary Education; Federal Indian Relationship; *Governmental Structure; Government Role; *Leaders; Leadership Qualities; Leadership Responsibility; Learning Activities; Learning Modules; North American History; Teaching Guides
IDENTIFIERS- *Navajo (Nation); *Navajo Tribal Council; Tribal Government

A teacher's guide from the Navajo Curriculum Center, intended for use with the student textbook, "Navajo Leadership and Government," is divided into five chapters/lessons corresponding to those in the textbook, i.e.; "The First Leaders," "New Neighbors--New Government," "Fort Sumner and Return," "A Time of Change," and Modern Leaders--Modern Tribal Government." Each chapter contains sections on purpose, concepts developed in the lesson, main ideas, skills to be developed, materials needed, suggested time to allow, and activities and teaching strategies. A reference list gives materials that would be useful with each chapter. (MH)

ED 236 058 SO 014 851

Thomas, Paul F.
Discovering the Multi-Factor Region.
British Columbia Teacher's Federation, Vancouver.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Geographic Materials (133)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Journal Articles (080)
DESCRIPTIONS- *Climate; Concept Teaching; Environmental Influences; *Geographic Regions; Geography Instruction; Human Geography; Learning Activities; *Map Skills; Physical Geography; *Plant Growth; *Regional Characteristics; Secondary Education; Teaching Methods
IDENTIFIERS- Africa; PF Project; *Soil

Designed for students in grades 7 through 10, this teaching unit presents illustrative resource materials depicting the multi-factor nature of a geographic region. The unit focuses not only on climatic factors, but also on introducing other regional factors in an informal way. A blackboard summary of a class discussion of the different regions is presented. The aim of the unit is for students to understand that: (1) regions can be virtually any size; (2) as the number of factors considered increases, the region must become smaller; (3) multi-factor regions can often be designated by more than one name; (4) the study of geography must consider human influences; (5) different regions interact with one another, principally through the agency of human beings; (6) a region cannot be controlled or managed without boundaries; and (7) political regions that also happen to be natural and geographical regions tend to be more stable or unified than political regions that do not make geographic sense. Seven student questions require students to compare geographic regions on a map of Africa and to record their understanding by completing charts and cross-sections. An answer key and notes are provided, together with illustrations, charts, and graphs. (LH)

ED 236 101 SO 015 141

Mushaben, Joyce Marie
Cycles of Protest in West Germany: Experiences from Three Decades.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Activism; *Dissent; Foreign Countries; National Defense; *Peace; *Political Issues; Political Socialization; Politics; *Social Action; Social Change
IDENTIFIERS- Political Parties; *West Germany

The effects of the West German peace movement over the past 30 years have led to the development of a new concept of political participation in that country. Since 1950, a proliferation of protest movements has reflected a wide range of ideological, social, and geographic perspectives. Pacifist Protestants and the German Trade Union began sporadic activities in 1952 fearing that planned rearmament would result in permanent division of Germany. By 1957, scientists and scholars were protesting atomic weapons. Through the 1960s, the major avenue of dissent was the Easter March Movement which evolved from a vague peace movement to a vehicle for opposing the Viet Nam war. Protest at the end of the war in 1972 shifted toward nuclear energy and environmental hazards--issues that attracted new followers and sixties activists. The present peace movement is a coalition of groups. Its broad base of concerns, of which the 1983 deployment of U.S. missiles is most pressing, has contributed directly to the institutionalization of dissent through the "Green" and Alternative Parties. This institutionalization, in turn, should lead to changes in the political opportunity structure, as system parties incorporate protest concerns into their agendas in order to compete. (LP)

ED 235 784 IR 010 858

Lesgold, Alan M., Ed.; Reif, Frederick, Ed.
Computers in Education: Realizing the Potential. Report of a Research Conference, Pittsburgh, Pennsylvania, November 20-24, 1982.
Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Aug 83
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (S/N-065-000.00188-8, $6.50 per copy).
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Computer Assisted Instruction; Computer Literacy; Computer Managed Instruction; *Educational Research; Instructional Materials; *Mathematics Education; Models; *Reading Instruction; Research Needs; *Science Education; Teaching Methods; *Writing Instruction
IDENTIFIERS- *Computer Uses in Education

The full proceedings are provided here of a conference of 40 teachers, educational researchers, and scientists from both the public and private sectors that centered on the future of computers in education and the research required to realize the computer's educational potential. A summary of the research issues considered and suggested means for stimulating and supporting proposed basic and prototype research activities is followed by the Chairmen's Report. The invited papers are then presented: (1) "The Computer Age," by Herbert A. Simon; (2) "Technologies for Learning," by Raj Reddy; (3) "Paradigms for Computer-Based Education," by Alan M. Lesgold; (4) "Research on Science Education," by Jill H. Larkin; (5) "Research on Mathematics Education," by Robert B. Davis; (6) "Teaching Mathematics," by Steve Davis; (7) "The Mathematics Curriculum K-12," by Henry O. Pollack; (8) "Teaching Science," by Jim Minstrell; (9) "Research on Reading Education," by Richard C. Anderson; (10) "Research on Writing Education," by Robert Gundlach; (11) "Teaching Reading," by Catherine Copeland; (12) "Teaching Writing," by Brooke Workman; and (15) "Literacy," by E. D. Hirsch, Jr. Reports of the Conference Committees on Mathematics and Science (Frederick Reif) and Reading and Writing (Alan M. Lesgold) conclude the report. (LMM)

ED 235 813 IR 050 470

Van Pulis, Noelle

Circulation System to Online Catalog: The Transition at OSU.

PUB DATE- 3 Nov 81
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *College Libraries; Higher Education; Information Retrieval; *Library Automation; *Library Catalogs; *Library Circulation; Library Technical Processes; *Online Systems; Program Development; Program Implementation; Records (Forms)
IDENTIFIERS- *Ohio State University; *Online Catalog

This paper describes the development of an online public access catalog from a limited-purpose online circulation system at Ohio State University (OSU) and the negative and positive aspects of this transition. It is noted that the online system, known as the Library Control System (LCS), was designed to be fully operational in July 1982. Steps in LCS development from November 1970 to 1981 are presented in chronological order. Four problems with LCS are then discussed: (1) LCS is a full online catalog for only 20% of OSU titles; (2) the card catalog must still be used to obtain full records of pre-1974 and non-Roman alphabet materials; (3) LCS has design problems related to terminal operation, the use of complicated search keys, and the interpretation of different types of online displays, primarily because it was originally designed for staff use only; and (4) the gradual development of LCS and resulting system changes have necessitated much retraining of staff and library users. A brief discussion of LCS advantages follows, noting that LCS provides circulation status information for each title, remote access to the library catalog, the opportunity for economically feasible catalog change and expunsion, and functions that speed technical service operations. Sample online records and searches are provided. (ESR)

ED 235 828 IR 050 486

Matsumura, Tamiko
Science Information System in Japan. NIER Occasional Paper 02/83.
National Inst. for Educational Research, Tokyo (Japan).
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Cataloging; Check Lists; *Databases; Design Requirements; Foreign Countries; *Information Centers; *Information Networks; Information Retrieval; *Information Services; Interlibrary Loans; *National Programs; Online Systems; Program Design; Union Catalogs
IDENTIFIERS- Information Transfer; *Japan; Resource Sharing

This paper describes the development of a proposed Japanese Science Information System (SIS), a nationwide network of research and academic libraries, large-scale computer centers, national research institutes, and other organizations, to be formed for the purpose of sharing information and resources in the natural sciences, technology, the humanities, and the social sciences. It is noted that SIS will include sharing of primary documents, secondary information retrieval, provision of library holdings information, machine-readable library cataloging, and production of specialized databases. The paper is divided into nine sections covering: (1) background information; (2) SIS basic concepts; (3) SIS functions; (4) the structure of SIS, which is to include a Science Information Center (SIC) with planning, coordinating, service, research and development, and educational/training functions; (5) proposed SIC activities, service provision methods, and users, with a chart outlining an SIC development schedule; (6) the SIC database system, with a list of general, information retrieval, cataloging, and other system requirements; (7) the performance design of the SIC database system, with an outline of hardware, capacity, and access requirements in three stages of SIC development; (8) the SIS network system, which will include information retrieval, library cataloging and holdings information, and document delivery networks; and (9) the significance of SIS in information transfer in Japan. (ESR)

ED 235 842 JC 820 235

Technical Assistance in Vocational and Technical Education.
Community Colleges for International Development, Inc.
PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Community Colleges; *Consortia; Consultation Programs; Educational Innovation; Exchange Programs; Institutional Characteristics; *International Educational Exchange; *International Programs; *Technical Assistance; Technical Education; Two Year Colleges; *Vocational Education

This booklet describes the activities and services of the Community Colleges for International Development, Inc., a cooperative of nine community colleges which seeks to provide for the internationalization of the curriculum; promote the personal/professional enrichment of faculty, staff, and students; promote international educational linkages; share resources and expertise with other countries with similar educational interests and concerns; and provide mid-level manpower training and technical assistance in vocational and technical education to developing nations. Following a brief overview of the history and mission of the cooperative, the booklet outlines the services provided, including technical assistance and training programs and consultant services. Next, the activities in which the cooperative has been involved since its establishment in 1976 are highlighted. Descriptions are provided of bilateral education agreements with the Republic of Suriname and the Republic of China; educational conferences to advance international education; overseas centers; grant procurement; faculty and student exchanges; educational visits abroad; training programs; and international visitors. Finally, the booklet describes the nine member colleges, focusing on their international education efforts and innovative services and listing their vocational programs. (LAL)

Purdy, Leslie
Quality Control in the Design and Production of Telecourses.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Academic Standards; Community Colleges; Conventional Instruction; Course Content; Course Evaluation; *Educational Quality; *Instructional Development; Quality Control; Teacher Attitudes; *Telecourses; Two Year Colleges
IDENTIFIERS- *California; *Coast Community College District CA

Telecourses differ in fundamental ways from regular college courses; i.e., faculty are not the only ones involved in telecourse design and production; colleges are not the sole funding agencies for their production; and telecourses are designed to be marketed, rather than to be offered by a single institution. These differences mean that traditional practices for setting and maintaining academic standards may not apply to telecourses. At the Coast Community College District (CCCD), standards for telecourse production are established through: (1) market research to outline curricular dimensions and current teaching practices on campus and nationwide; (2) definitions of course requirements, content parameters, and level; (3) prepared course descriptions; (4) a course team, including academic advisers and an instructional designer, to achieve quality productions; and (5) quality control procedures. Despite these thorough procedures for maintaining standards, telecourses have been under attack in California. Concern has been expressed at various levels; i.e., by CCCD faculty, by the Academic Senate of the California Community Colleges, by the colleges during accreditation self-studies, and by the Board of Admissions of the University of California. A flaw in the criticisms of telecourses arising in the CCCD is the tendency to compare telecourses with regular courses in terms of the amount of time students spend in the classroom or viewing telecourses, rather than in terms of what students have learned. (HB)

ED 235 946 RC 014 379

Oswald, Donna M.; And Others

Rural Studies in Teacher Education From Innovation to Stablization. Summary of the Symposium on Rural Education.

Victoria Univ., Nelson (British Columbia). David Thompson Univ. Centre.

PUB DATE- Jun 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTIONS- Education Majors; *Field Experience Programs; Foreign Countries; Higher Education; Pilot Projects; Program Design; Program Evaluation; *Program Improvement; *Rural Education; *Rural Environment; *School Community Relationship; *Teacher Education; Teacher Education Curriculum; Teacher Education Programs; Teacher Educators
IDENTIFIERS- *University of Victoria (British Columbia)

According to an evaluation symposium, the David Thompson University Centre (University of Victoria) pilot program in rural education, which includes a 14-week early field experience designed to help education students understand the relationship between rural communities and their schools, is "substantial and outstanding." Faculty, students, field sponsors, and university and provisional education officials meeting to examine the program called for program stabilization beginning in 1983-84 in organization, pedagogy, and experience. Specifically, participants recommended maintaining the programs's size and field experience but improving the faculty balance between field and academic professionals, increasing professional development opportunities, developing long-range backing and funding, and improving public relations. Recognizing the problem of maintaining the quality of graduates during stabilization, participants recommended student preparation for rural living and enhancement of personal and professional skills. They also recommended strengthening the curriculum by developing students' abilities in organization, professional attitudes, and awareness of the characteristics of effective schools, and by instructing students in lesson planning, unit planning for multigraded classrooms, professional ethics, and current research. Finally, the program should provide students with both internal experiences (such as lack of privacy, job relief, or job security) and external experiences (such as climate, remoteness, and resource sparsity). (SB)

Ledesma, Antonio L. Ed.; Ledesma, Angelita Y., Ed.
The Bandungan Papers: Guidelines for the Evaluation of Rural Development Projects of NGOs. CENDHRRA Development Memo Number 4.
Centre for the Development of Human Resources in Rural Asia, Manila (Philippines).
PUB DATE- Nov 80
AVAILABLE FROM- CENDHRRA, P.O. Box 458, Greenhills, San Juan, Metro Manila, Philippines.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Citizen Participation; *Community Development; Community Health Services; Community Involvement; Drinking Water; *Evaluation Methods; Evaluation Needs; Leadership Training; Management Information Systems; Participant Satisfaction; Participative Decision Making; *Program Evaluation; Reports; *Rural Development; Statistical Data; Use Studies
IDENTIFIERS- *Asia; *Non Governmental Organizations; Participative Evaluation

A collection of papers, from the Centre for the Development of Human Resources in Rural Asia (CENDHRRA) Evaluation Seminar (1980) in Bandungan, Central Java, provides guidelines for evaluation of rural development projects of non-governmental organizations (NGOs). The first part of the report contains a summary of group discussions on different aspects of evaluation, including placement of development projects within broader national policies; evaluation purposes, objectives and procedures; utilization of evaluation results; and perspectives on specific aspects, such as profiles of rural projects, listing development indicators, and in-built evaluation through reporting systems. A section on recommendations to CENDHRRA concerns CENDHRRA's role in helping project evaluations. The second part contains five case studies of projects; summaries of two resource papers; and sections on incidental thoughts on evaluation, evaluation apprehensions, difficulties of evaluating NGO projects, and CENDHRRA's evaluation services. Case studies cover evaluation of a scholarship program for social leadership training (Indonesia); an in-built participative evaluation of the Usaha Bersama movement (people joining together in socioeconomic activity to achieve a certain objective) (Java); community-based integrated rural development (South Korea); a Merapi Slopes drinking water project (Indonesia); and the utilization of community health services (Philippines). Summarized resource papers discuss a system for project evaluation through reports and a community-level information statistics system. (MH)

ED 236 044 SE 043 385

Hagerty, D. Joseph; Heer, John E., Jr.
Opportunities in Civil Engineering. VGM Career Horizons Series .
PUB DATE- 81
AVAILABLE FROM- VGM Career Horizons, Division of National Textbook Company, 4255 West Touhy Avenue, Lincolnwood, IL 60646-1975.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Reference Materials - General (130)
DESCRIPTIONS- Career Awareness; *Civil Engineering; College Science; Employment Level; *Employment Opportunities; *Engineering Education; Higher Education; High Schools; *Occupational Information; *Professional Associations; Salaries; Science Careers; Science Education; *Work Environment
IDENTIFIERS- *Engineering Curriculum

This book presents information on career opportunities in civil engineering. Chapter 1 focuses on the scope of civil engineering, discussing: role of scientist, engineer, and technologists; engineering and engineering technology; civil engineer's role and obligations; and other information. Chapter 2 considers such aspects of the education for civil engineers as high school requirements, selecting a college/university, curricula, graduate/undergraduate programs, continuing education, educational costs, and financial aid opportunities. Civil engineering specialties are considered in chapter 3, focusing on structural engineering, structural mechanics, transportation engineering, water resources engineering, geotechnical engineering, and others. Job duties, salaries, and working conditions are considered in chapter 4. Areas discussed include specific job duties, typical assignments for beginning engineers, responsibilities of experienced professionals, wages/salaries and fringe benefits, general employment conditions, and overall demand (past, present, future) for civil engineers. Among the areas discussed in chapter 5 (employment and advancement) are the job market, selecting the right job, opportunities for females and minority groups, membership in professional organizations, and personal development through a civil engineering career. Professional organizations in civil engineering are discussed in chapter 6. General technical publications, recommended lists of general technical publications, recommended readings, sources of additional career information, and accredited schools are included in appendices. (JN)

ED 236 073 SO 015 057

Secondary Lesson Plans in Law-Related Education.
Utah State Office of Education, Salt Lake City.
SPONS. AGENCY- Law Enforcement Assistance Administration (Dept. of Justice), Washington, D.C.
PUB DATE- Dec 80
GRANT- S-78-I-1-3
LANGUAGE- English
EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Advertising; Business Education; Civics; Compulsory Education; Crime; Criminal Law; Delinquency; English Instruction; Freedom of Speech; Instructional Materials; *Interdisciplinary Approach; Justice; Language Arts; Laws; Learning Activities; *Legal Education; Lesson Plans; Privacy; Psychology; School Attendance Legislation; Secondary Education; Social Problems; Sociology; Student Rights; Teacher Developed Materials; Teaching Methods; United States Government (Course); United States History; *Values Education
IDENTIFIERS- Juvenile Justice; Juvenile Justice System; Shoplifting

This handbook contains teacher developed lessons to help Utah educators integrate legal education and values education into the overall secondary curriculum. The lessons can also be used by educators in other states. The handbook begins with a discussion of the various teaching methods utilized in the lessons: brainstorming, case studies, community resources, critical thinking, debates, grabbers, mock trials, newspapers, panel discussions, role playing, simulation, and gaming, and miscellaneous approaches, e.g., cop talk series and using literature and media. The bulk of the publication contains the lesson plans, for the junior high and senior high levels. Topics studied vary widely ano include juvenile problems and the law, advertising techniques, compulsory school attendance law, student rights and school crime, basic legal concepts, shoplifting, free speech, criminal law terminology, crime in the community, and freedom of the press and privacy. The lessons can be used in U.S. history, sociology, American problems, psychology, business, civics, language arts, English, and American government courses. Provided for each lesson are the subject area in which it can be taught, grade level, major topic, time required, resource materials needed, description of content, educational objectives, teaching procedure, and evaluation method. Many of the lessons are self-contained and include the necessary student readings and other materials; some lessons, however, require the use of publisher available materials. (RM)

ED 236 134 SP 023 157

Boze, Nancy
High Tea for Public School Supervisors? Really!
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- College School Cooperation; *Cooperating Teachers; Higher Education; *Inservice Teacher Education; Preservice Teacher Education; *Professional Recognition; Program Effectiveness; Student Teacher Relationship; Student Teachers; Teacher Supervision; *Teacher Workshops
IDENTIFIERS- *University of Houston Clear Lake TX

The Teacher Center at the University of Houston-Clear Lake (Texas) invites public school supervisors who work with their student teachers, and any other teachers who are interested in supervising student teachers, to a High Tea/inservice program each semester. In planning the inservice program, the organizers first look at evaluations from previous years to get an idea of what skills teachers may wish to attain. Careful planning must go into the scheduling of this session before the meeting can be held. The student teacher must have been in the classroom for an adequate period of time so that he or she can assume responsibility for the class when the supervisor goes to the university for High Tea. When the supervisor arrives at the university for the inservice, registration occurs at the door so that a certificate of attendance can be issued and staff development credit obtained. A 15 minute period for visiting and introducing themselves to teachers from other districts starts the session off. A presentation dealing with the procedures of the tripartite team (student teacher, public school supervisor, and university supervisor) is generally followed by a question-and-answer period. The next session is devoted to a particular aspect of supervision. There is then a break for High Tea, which is followed by individual sessions with university supervisors. The final step involves teachers filling out evaluation forms and receiving their certificates of attendance. A time schedule for the inservice, a certificate of attendance, a sheet on "using feedback wisely," and an evaluation form are appended. (JMK)

ED 236 118   SP 022 535

Meyer, Marc E.
The Puzzle Design Activity.
PUB DATE- Aug 83
AVAILABLE FROM- American Alliance for Health, Physical Education, Recreation, and Dance (AAHPERD), 1900 Association Drive, Reston, VA 22091 (write for price).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Journal Articles (080)
DESCRIPTIONS- *Alcohol Education; *Educational Games; Health Education; Learning Activities; *Puzzles; Secondary Education; *Student Developed Materials; Student Motivation; Student Participation
IDENTIFIERS- PF Project; Word Games

A sampling of puzzles and games produced by students at North Rockland High School (New York) are presented as an example of a way student-designed activities can be used to cover a specific unit within the health education curriculum. Produced by 9th and 10th graders, the unit on alcohol consists of puzzles and word games using related vocabulary such as Al Anon, Alateen, Chronic Progressive Disease, Intoxicated, and Breathalizer. In addition to the four puzzles, answer keys are provided. (LH)

ED 235 799 IR 050 427

Despain, Karin
Information Society Challenges Education. Issuegram No. 17.
Education Commission of the States, Denver, Colo.

PUB DATE- 3 Jan 83
AVAILABLE FROM- Distribution Center, Education Commission of the States, 1860 Lincoln St., Suite 300, Denver, CO 80295 ($2.00 per copy prepaid).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Educational Change; *Educational Improvement; Elementary Secondary Education; Guidelines; *Mathematics Education; *Science Education; Scientific Literacy; *State Programs; Technological Literacy; White Collar Occupations
IDENTIFIERS- Information Transfer

Intended as a summary report for state leaders, this document outlines current problems in education, particularly science and math education, and suggests ways in which the state educational systems can be changed to provide students with an adequate preparation for knowledge-intensive jobs involving the retrieval, processing, and transmission of information. Skills needed by workers in the growing number of service (as opposed to goods-producing) industries are listed. It is noted that today's students are generally unprepared to work in an information society. Three educational goals related to careers in science and engineering that have been assigned a high priority by the National Science Board are outlined. An identification of educational problem areas mentions the shortage of qualified science and math teachers, the inadequate amount of time for classroom instruction, the outdated nature of science and math curricula, the need for change in instructional approaches, and the lack of public perception of the need for scientific and mathematical literacy among all students. It is recommended that the state legislatures establish comprehensive plans for upgrading education; secure financing to purchase new school computers, software, and science equipment; improve teacher training; revise classroom policies that detract from student achievement; and improve the science and math curricula. A four-item bibliography is included. (ESR)

ED 235 887 PS 013 889

Guidubaldi, John; Cleminshaw, Helen
Impact of Family Support Systems on Children's Academic and Social Functioning after Parental Divorce.
PUB DATE- Aug 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Academic Achievement; Adjustment (to Environment); *Children; Day Care; *Divorce; Family Environment; *Intellectual Development; *Interpersonal Competence; *Social Support Groups; Student Adjustment

To determine whether support systems ameliorated the impact of divorce on family stress and child adjustment, the present study examined the availability to divorced families of various support systems, including the extended family, church, work, and community groups. Specifically, the study addressed the impact of parental support systems on children's academic achievement and intellectual and social competence. Additionally, the study identified those specific support systems that were most highly related to diminished adverse consequences of divorce. Data gathered from an ongoing nationwide study begun at Kent State University in 1981 by the National Association of School Psychologists served as the basis for the analyses. Findings demonstrated the utility of at least three clusters of support variables: (1) availability of helpful relatives, including in-laws; (2) availability of friends and paid child care assistance, such as that provided by nursery schools and baby sitters; and (3) a positive relationship between child and noncustodial parent. Repeatedly, the custodial parent's activities in both occupational and educational endeavors also emerged as significantly related to child performance. Results confirmed that several support systems were related to the divorced mother's effectiveness in interacting with her children and illustrated the substantial effects of support systems on the child's school adjustment. (RH)

ED 235 902 PS 013 914

Corby, Elda H.
Classroom Management and Organization Techniques.
PUB DATE- Apr 82
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Classroom Research; *Classroom Techniques; *Elementary School Students; Grade 2; *Instructional Improvement; Mathematics Instruction; Primary Education; Reading Instruction; *Student Placement; *Teacher Improvement; *Time on Task
IDENTIFIERS- Classroom Effectiveness

Informal and formal observations of a second grade classroom of 25 students indicated that students did not remain on task for any substantial length of time when given an assignment, had poor work habits, and were lacking in discipline. The classroom teacher spent most of her time disciplining students in a negative manner for lack of on-task performance; students were also being disciplined for unfinished work and lack of ability to complete a task. Students, additionally, were either over or under placed in their assigned reading and math groups, and the classroom teacher knew this was so. Therefore, a practicum was designed and implemented by a primary specialist to remedy the situation. The practicum was conducted using the following components: observing, testing, writing tests, placing students, writing specific plans, logging information, and conducting conferences. After observation and inservice on testing procedures, students were placed according to their ability. The classroom teacher began to use methods that motivated students to stay on task for a reasonable amount of time. Appendices and tables include data on observations, sample record sheets for conferences, letters to teachers and parents, logs, and test results. (Author/RH)

ED 235 918 PS 013 934

McAdams, Janice Wheelon
Directing a Child Care Program: A Course for Administrators.
North Carolina Univ., Chapel Hill. Frank Porter Graham Center.
SPONS. AGENCY- North Carolina State Dept. of Community Colleges, Raleigh. Occupational Program Services.; North Carolina State Dept. of Human Resources, Raleigh. Office of Day Care Services.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF04/PC28 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Administrators; Community Colleges; *Course Content; Curriculum Development; *Day Care; Early Childhood Education; Enrollment; Facilities; Higher Education; Legal Responsibility; Parent School Relationship; Personnel Management; Program Development; School Community Relationship; *Units of Study
IDENTIFIERS- North Carolina

This basic survey course for directors of day care centers in North Carolina consists of eight units based on the center director's areas of responsibility. These areas include operational planning; physical facilities; financial management; legal issues; curriculum planning; staff, parent, and community relations; and enrollment. Each unit consists of the following components: (1) job tasks and instructional performance objectives; (2) description of unit content, including knowledge or skills needed to fulfill job tasks, suggested teaching methods, and materials recommended to accompany content and methods; and (3) numerous handouts related to, expanding on, and illustrating unit content. Designed to obtain the instructor's reaction to course material, an evaluation form is also included in each unit. Appended are a resource list of related persons and/or agencies; a bibliography of supplementary materials, articles, and audiovisual resources; and a complete list of handouts included. (RH)

ED 235 933 RC 014 309

Roosmann, Margaret; And Others
The Life of the Pawnee People (Upper Elementary Unit).
Nebraska Univ., Lincoln. Nebraska Curriculum Inst. on Native American Life.

SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE- 78
AVAILABLE FROM- Nebraska Curriculum Development Center, Andrews Hall 32, University of Nebraska, Lincoln, NE 68588 0336 ($2.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- American Indian Culture; American Indian History; *American Indian Literature; American Indians; *American Indian Studies; Clothing; *Cultural Background; Cultural Education; Cultural Influences; Elementary Education; Food; Handicrafts; Housing; *Learning Modules; *Life Style; Perspective Taking; Primary Sources; Social Structure; Story Telling; Units of Study
IDENTIFIERS- Creation; *Pawnee (Tribe)

A sample packet on the life of the Pawnee people, developed for use by upper elementary teachers, includes unit objectives, an overview and rationale for the unit, and sections on Pawnee belief systems, stories and storytelling, food, clothing and hairstyles, shelter, social structure, and art. The sections on aspects of Pawnee life contain material for teachers (objectives/rationale, sources of background material, lists of materials for each unit, sample questions, activities, and suggestions for procedures and evaluation methods) and students (texts, some with drawings, of Pawnee stories, reading questions, and directions for activities). For example, the section on Pawnee food lists knowledge students should gain from the unit and attitudes and skills they should develop, as well as specific objectives, materials, and activities for the subsections and parts of subsections. Subsections cover the origins of corn and Pawnee agriculture and food processing, including time and process of planting Pawnee crops; varieties of crops; harvesting, processing, and cooking of crops; the Pawnee buffalo hunt; and butchering the buffalo. Student sheets in the section give Pawnee accounts of the origins of corn, crop planting and harvesting, the buffalo hunt, and buffalo butchering procedures. Other sections are similarly structured. (MH)

ED 235 975 RC 014 418

Stile, Stephen W.; Abernathy, Sandra M.
Speculation Upon the Implementation of P.L. 94-142 in New Mexico's Rural School Districts.
PUB DATE- Nov 83
GRANT- G008200490
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Compliance (Legal); Disabilities; Educational Finance; Elementary Secondary Education; *Federal Aid; Federal Legislation; Federal Regulation; *Federal State Relationship; *Program Implementation; *Rural Schools; School Districts; *Special Education; State Departments of Education; State Programs; State School District Relationship; State Standards
IDENTIFIERS- *Education for All Handicapped Children Act; Impact; *New Mexico

A paper on the Education for All Handicapped Children Act of 1975 (P.L. 94-142) provides information to state legislators on requirements and application procedures and speculates on significance of compliance for rural New Mexico school districts (New Mexico has never implemented P.L. 94-142). The five purposes of the paper are to describe major provisions of the law, describe financial considerations, speculate on benefits of implementation for rural districts, describe start-up requirements for rural local education agencies (LEAs), and speculate on requirements for continued compliance. Ten major provisions of the law, referenced to sections of the 1982 New Mexico Standards for Special Education, are covered: congressional intent, entitlements and allocations, state plans and local applications, procedural safeguards and due process procedures, least restrictive environment, pupil assessment evaluation, Individualized Education Programs, comprehensive system of personnel development, cooperation with other agencies, and working with parents. Funding formulas for New Mexico and uses of funds are discussed. Benefits of implementation in 14 major areas are listed. Similarity of P.L. 94-142 to existing New Mexico standards is noted. Six areas which require attention so that rural LEAs could comply with P.L. 94-142 requirements and receive continued funding are given. The question of the level of state entitlement for New Mexico is raised. (MH)

ED 236 003 SE 043 262

Mechling, Kenneth R.; Oliver, Donna L.
Characteristics of a Good Elementary Science Program. Handbook III. Part A: Principal's Checklist of Characteristics. Project for Promoting Science among Elementary School Principals.
National Science Teachers Association, Washington, D.C.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- 83
GRANT- SER-8160347
AVAILABLE FROM- National Science Teachers Association, Special Publications, 1742 Connecticut Avenue, NW, Washington, DC 20009 (set of 5, $15.25).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- Administrator Role; *Check Lists; Classroom Observation Techniques; Elementary Education; *Elementary School Science; Instructional Materials; Leadership; Process Education; *Program Evaluation; *Program Improvement; Questioning Techniques; Resource Materials; School Administration; Science Education; Science Facilities; *Science Instruction; *Science Programs; Student Behavior; Teacher Behavior
IDENTIFIERS- National Science Foundation

This checklist is designed to help elementary school principals assess and improve science programs in their schools. The checklist is divided into four major sections, each dealing with an area that has an impact on these programs: (1) administrative aspects, considering the science curriculum plan, provisions for science in the budget, principal's leadership role, and staff development practices; (2) science texts and/or written curriculum materials, focusing on content, process, and several related areas (consistency with curricular goals, accuracy and clarity, compatibility with developmental level of students, relevancy of materials, etc.); (3) classroom visitations, focusing on observations of teacher and student behavior during science classes; and (4) resources and facilities, looking for evidence of science resources/facilities in and beyond the classroom, and determining how resources are acquired. Instructions for converting checklist responses into a matrix format are included. The matrix provides a systematic procedure for comparing what is desirable in the school science program to what is being achieved. It offers a method for diagnosing a program, and identifying both strengths/weaknesses--strengths that can be capitalized upon and weaknesses that can be eliminated. (JN)

Osborne, Roger; And Others

Force, Friction, Gravity: Notes for Teachers. Learning in Science Project. Working Paper No. 33.

Waikato Univ., Hamilton (New Zealand).
PUB DATE- Nov 81
AVAILABLE FROM- University of Waikato, Science Education Research Unit, Hamilton, New Zealand.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142) Reports - Research/Technical (143) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Comprehension; *Concept Formation; Concept Teaching; *Curriculum Development; Elementary School Science; Elementary Secondary Education; *Force; Gravity (Physics); Interviews; Learning; Physics; Science Activities; Science Education; *Science Instruction; *Secondary School Science
IDENTIFIERS- *Learning in Science Project; *New Zealand; Science Education Research

This booklet provides teachers with background information on typical children's and scientists' views of force, friction, and gravity. Part 1 presents and discusses a survey instrument designed for teachers to use to clarify their views on the topics. Part 2 contrasts (in chart format) children's and scientists' ideas on the concepts. Parts 3 to 5 present and discuss the scientific view of and children's views of force, friction, and gravity, respectively. Included are students' comments and highlights of surveys conducted during the in-depth phase of the project investigating problems/difficulties in teaching and learning about the three concepts. Implications for teaching are also considered, suggesting that if teachers wish to modify children's views to make them more scientific, there is a need to focus children's attention very clearly on the differences between their views and the scientific viewpoint. Instructional materials have been developed using this approach. (Cards used during in-depth phase interviews to investigate children's views of force are included in an appendix.) (JN)

ED 236 030 SE 043 311

Tasker, Ross
The Learner's Way and the Teacher's Way. A Whole-Staff Workshop on Student Learning Difficulties. Learning in Science Project. Working Paper No. 55.
Waikato Univ., Hamilton (New Zealand).
PUB DATE- Oct 82
AVAILABLE FROM- University of Waikato, Science Education Research Unit, Hamilton, New Zealand.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142) Reports - Research/Technical (143) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Comprehension; *Concept Formation; *Curriculum Development; Elementary School Science; Elementary Secondary Education; Learning; Science Education; *Science Instruction; *Secondary School Science; *Teacher Workshops
IDENTIFIERS- *Learning in Science Project; *New Zealand; Science Education Research

This workshop is based upon work and findings of the Learning in Science Project, a research project which investigated problems and difficulties in the teaching and learning of science. The workshop program, including activities which have been shown to impact on teacher thinking, is designed to focus attention on learning problems in classrooms, stimulate thinking about student perceptions in learning, and share in Learning in Science Project findings. Activities include: (1) a survey of ideas children have about phenomena/events; (2) investigating behavior of particles; (3) reviewing responses to the survey; (4) reviewing the investigation of particle behavior; (5) small group examination of five learning problems (lessons viewed as isolated events, student perceived purpose of tasks not same as teacher's purpose, students' perceptions of activities do not include understanding of critical design features which teachers assume they do, views students hold in connection with ideas associated with a particular activity/lesson, students do not see significance of their activities in ways that teachers assume they do); and (6) large group discussion of the five problems. Survey of ideas questionnaire, answer sheets, and other workshop materials are provided in appendices. (JN)

ED 235 742 HE 016 722

Kramer, Howard C.; Gardner, Robert E.
Advising by Faculty. Revised Edition.
National Education Association, Washington, D.C.
REPORT NO.- ISBN-0-8106-1611-4
PUB DATE- Sep 83
AVAILABLE FROM- National Education Association, Order Dept., The Academic Building, West Haven, CT 06516 ($7.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Academic Advising; *Communication Skills; Contracts; *Counselor Role; *Faculty Advisers; Faculty Workload; *Helping Relationship; Higher Education; Information Needs; *Interpersonal Relationship; Models

A guide for faculty advisers is presented that addresses aspects of the advising process that are often not discussed. Objectives are to accomplish the following: to provide a working definition and theoretical framework for advising, to show with model conversations the theory in practice, to provide procedures for advisor self-evaluation, and to create a vehicle for discussion of those issues germane to advising. To control sources of confusion in the advising process, attention is directed to assumptions about youth and the advisee and incorporation of the roles of advisor and adult-role model. Examples of advisor comments to a student are provided to illustrate the different roles the advisor may assume. Additional topics include: the faculty advising contract, the use of a visual model for planning, ineffective communication and risk-taking, students' verbal competence, unequal relationships, the advisee's right to fail, and informational advising. A model to help the advisors negotiate with their managers concerning an advising contract provides an example of the advisor-manager conversation. A second model, providing a focused conversation between advisor and advisee, illustrates a first meeting. The guide includes comments on major points enclosed in "boxes" and a bibliography. (SW)

ED 235 756 HE 016 743

Perlman, Daniel H.
The Responsibility of Colleges and Universities for Building Ethical and Moral Character in Their Students.
PUB DATE- 14 Oct 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS-'Administrator Responsibility; *College Role; Decision Making; Developmental Stages; *Educational Objectives; *Ethical Instruction; Higher Education; Leadership Responsibility; *Moral Development; Student College Relationship; *Student Development; Teacher Responsibility; *Values Education

The role of the college or university in facilitating the ethical and moral development of college students is addressed. The views of Kohlberg, Perry, and others who have studied ethical and moral development are briefly reviewed. These psychologists suggest that there is a hierarchy or continuum for the development of moral reasoning. Colleges and universities may also be viewed as representing a continuum, with some having an orthodox view of right and wrong, and others being more concerned about expanding the horizons of their students and providing them an opportunity to develop an ability to make reasoned ethical decisions. Higher education institutions see their roles and responsibilities for the ethical and moral development of their students in different ways depending on the institution's mission and character. To help students learn to raise questions and to examine moral issues, the faculty and administration may wish to take thoughtful and examined stands on moral and ethical issues and engage in open discussion and deliberation about difficult moral problems. (Author/SW)

ED 235 770 IR 010 825

Rumelhart, David E.; Norman, Donald A.
Representation in Memory.
California Univ., San Diego. Center for Human Information Processing.
SPONS. AGENCY- Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.
REPORT NO.- ONR-8302; UCSD-CHIP-116
PUB DATE- Jun 83
CONTRACT- N00014-79-C-0323
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- *Artificial Intelligence; Classification; Generalization; Literature Reviews; Mathematical Logic; *Memory; *Models; *Psychological Studies; *Schemata (Cognition); Semantics; Simulation
IDENTIFIERS- *Knowledge; Semantic Features

This paper reviews work on the representation of knowledge from within psychology and artificial intelligence. The work covers the nature of representation, the distinction between the represented world and the representing world, and significant issues concerned with propositional, analogical, and superpositional representations. Specific topics related to propositionally-based systems are semantic features or attributes, symbolic logic and the predicate calculus, semantic networks and their properties, schemata and frames, and the relationship of these representations to classical associations. A section on analogical representations discusses the work of Shepard, Kosslyn, and Funt; mental models and mental simulations; and propositional and analogical representation.

Procedural representation topics addressed include the human information processing system, procedural representation, and demons and production systems. Additional topics include local and superpositional memory systems, associative memories, cognition and categorization, and generalization. Major controversies within psychology--such as distinctions between declarative and procedural representation, propositional and analogical representation and the nature of visual images--are analyzed and found not to reflect fundamental disagreements. A five-page reference list is included. (Author/LMM).

ED 235 872 JC 830 833

Wadleigh, Linda G.
A Survey Course in Mythology: Is It Possible?
PUB DATE- 26 Oct 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Community Colleges; Course Descriptions; *Curriculum Enrichment; *Introductory Courses; *Mythology; Teaching Methods; Two Year Colleges
IDENTIFIERS- PF Project

The following are some techniques for adding depth to a survey course in mythology: (1) allow students to generate their own list of important mythological characters on which they are to be tested; (2) use films; (3) compare and contrast characters of different mythology systems using discussions, written assignments, and comparison grids; (4) have students keep written journals; and (5) assign in-depth semester projects which include oral reports and written handouts. (DC)

ED 235 961 RC 014 401

Bokemeier, Janet; And Others.
Whatever Happened to Rural Women? A Comparative Study of Labor Force Participation.
Kentucky Univ., Lexington. Dept. of Sociology.
SPONS. AGENCY- Kentucky Univ., Lexington. Agricultural Experiment Station.
PUB DATE- Aug 80
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Academic Achievement; Educational Needs; Educational Status Comparison; *Employment Patterns; Family Income; *Females; Labor Force Nonparticipants; Occupational Surveys; *Participant Characteristics; Rural Economics; Rural Family; *Rural Farm Residents; *Rural Nonfarm Residents; Rural Population; Rural Urban Differences; *Urban Population; Wages
IDENTIFIERS- *Kentucky

A 1979 Kentucky study comparing rural farm and nonfarm women to each other and to women residing in metropolitan areas examined women's labor force participation. A statewide mail survey of Kentucky adults produced usable questionnaires from 3 groups of women: farm women (1,231), nonmetropolitan women (3,631), and metropolitan women (937). Dependent variables were women's labor force participation (full- or part-time), attitudes toward unemployment, satisfaction with job opportunities, job efficacy, and attitude toward small, family farms. Farm women, working or not, tended to be older (median age 45-49) than metropolitan/nonmetropolitan women (median age 40-44). In all groups, younger women were more likely to be working. About half of nonfarm women were employed full- or part-time; 38% of farm women were working off the farm. Working women in all three groups were concentrated in white-collar occupations and in service industries. In all groups, working women had completed more years of education than nonworking women; with labor force participation constant, farm women had the least educational attainment. Among working women, the major determinant of job efficacy was education, followed by income. Policy implications included a need for adequate training for high-wage jobs for rural women. (MH)

ED 236 059 SO 014 852

Thomas, Paul F.
Threading One's Way Through the Geographic Region.
British Columbia Teacher's Federation, Vancouver.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Geographic Materials (133)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Journal Articles (080)
DESCRIPTIONS- Concept Teaching; *Environmental Influences; *Geographic Concepts; *Geographic Regions; *Geography Instruction; *Human Geography; Physical Environment; Physical Geography; Political Attitudes; Secondary Education; Social Attitudes; Teaching Methods; Units of Study
IDENTIFIERS- Nature; PF Project

Designed for students in grades 7 through 12, the paper presents illustrative resource materials for teaching concepts related to geographic regions. Emphasis is on giving students an understanding of the interrelationship between regional characteristics and human behavior. The paper introduces students to the following notions: environmental determinism, possibilism, stop-and-go determinism, culture, myth, technology, environmental perception, and sequent occupance. Desired responses and learning outcomes are followed by definitions of the above notions. Examples are used to illustrate the notion that our ruling ideas shape our behavior and the way we interact with both our natural and social environment. Three figures are provided, presenting: (1) the natural regions from the North Pole to the Equator; (2) natural regions and their possibilities for humans; and (3) geographic succession. Students using Figures 1 and 2 might be asked to indicate the economic possibilities available to humans in each of the various natural regions. Students using Figure 3 might be asked to summarize the logical order of influence according to the direction of arrows indicated on the chart. The paper concludes that the essence of geography instruction lies in the study of the relationships existing in a given geographical region. (LH)

ED 236 088 SO 015 078

Fisher, Eugene J.
Seminary Education and Christian-Jewish Relations. A Curriculum and Resource Handbook.
National Catholic Educational Association, Washington, D.C.
SPONS. AGENCY- American Jewish Committee, New York, N.Y.; National Conference of Catholic Bishops, Washington, DC. Secretariat for Catholic-Jewish Relations.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- Biblical Literature; *Catholics; *Christianity; Curriculum Development; Curriculum Guides; Field Experience Programs; Fused Curriculum; Higher Education; Instructional Materials; *Interfaith Relations; Jews; *Judaism; Religion; Religious Conflict; Religious Differences; Resource Materials; *Theological Education
IDENTIFIERS- New Testament

Intended for use in Roman Catholic seminaries to educate in their ecumenical and interfaith responsibilities those in training to become priests, this handbook discusses the manifold implications of Jewish-Christian relations. It is recommended that the topic of Jewish-Christian relations be integrated into the existing areas of seminary study. There are four chapters. Chapter 1 examines the basic perspectives of the Roman Catholic church today regarding Jewish-Christian relations. Chapter 2 raises a few of the interconnected questions concerning Christian-Jewish relations that pertain to biblical studies. Discussed are the Hebrew Scriptures, the New Testament, liturgy and homiletics, church history, catechetics, systematics, and moral theology. The chapter concludes with a curriculum outline that provides a checklist of major topics to be integrated into appropriate courses. The spiritual tradition of Judaism is the topic of chapter 3. The fourth chapter discusses field experiences for inter-religious understanding. A resource bibliography is provided. The appendices contain the Vatican Council II Declaration on the Relation of Church to Non-Christian Religions, 1974 Vatican guidelines, John Paul II's addresses to the Jewish Community (Mainz, 1980) and to representatives of Episcopal conferences (Rome, 1982), and Archbishop John R. Roach's 1981 address before the Synagogue Council of America, "A Renewed Vision of Catholic-Jewish Relations." (RM)

ED 236 102 SO 015 144

Horwich, George, And Others
The Economics of Energy: A Teaching Kit (Grades 7-12).
Joint Council on Economic Education, New York, N.Y.
PUB DATE- 83
AVAILABLE FROM- Joint Council on Economic Education, 1212 Avenue of the Americas, New York, NY 10036 ($5.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Conservation Education; *Consumer Education; Content Area Reading; Costs; Course Descriptions; Current Events; *Economics Education; *Energy; *Energy Conservation; *Environmental Education; Fuel Consumption; Government Role; Inflation (Economics); Learning Activities; Learning Modules; Problems; Secondary Education; Teaching Guides; Teaching Methods
IDENTIFIERS- *Energy Education; *Oil; Organization of Petroleum Exporting Countries; Supply and Demand

In this six part handbook, secondary school teachers and students are provided with information and concepts needed to analyze the energy situation from an economic perspective. Part 1 begins with an economic analysis of the U.S. energy situation. It includes charts, graphs, and readings on energy use before 1970, consequences of oil supply restrictions by the Organization of Petroleum Exporting Countries and the American response to them, government regulation of the petroleum market, the effects of higher energy prices and price control on inflation, and the government's energy policy. Part 1 concludes with a glossary and bibliography. Teaching strategies are presented in part 2. Scarcity, supply and demand, data analysis, energy source comparisons, effects of prices on market behavior and energy consumption, and conservation economics are treated in 11 lessons combining handouts, simulations, role plays, and discussion.

Answer keys and supplementary activities are also included. Part 3 is a reading on energy supply and demand for advanced students. Part 4 consists of two sets of pre- and posttests with answer keys. Part 5 is an annotated catalog of curriculum guidelines, background readings, and teaching units. The handbook concludes with a section of visuals and handouts to accompany the lessons in part 2. (LP)

ED 236 119 SP 022 544

A Guide for Evaluating Industry-Sponsored Educational Materials.
National Association for Industry - Education Cooperation, Buffalo, N.Y.
PUB DATE- Dec 76
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- *Curriculum Evaluation; Elementary Secondary Education; *Instructional Materials; Rating Scales; *School Business Relationship
IDENTIFIERS- *Industrial Materials; PF Project

A rating scale from the National Association for Industry-Education Cooperation is presented for evaluating instructional materials developed by industry. The rating scale is divided into the following categories: (1) objectives; (2) ability range; (3) content; (4) utilization characteristics; (5) presentation of materials; and (6) evaluation. (DC)

ED 235 785 IR 010 859

Development Communication Report, No. 43, September 1983.
Agency for International Development (Dept. of State), Washington, D.C. Clearinghouse on Development Communication.
PUB DATE- Sep 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Audiovisual Aids; *Computer Assisted Instruction; *Developing Nations; Distance Education; Foreign Countries; Futures (of Society); Information Sources; Instructional Materials; Literacy Education; Photography; *Rural Development; *Technology Transfer
IDENTIFIERS- Africa; *Computer Uses in Education; Mexico; Peru; Tanzania

This newsletter begins with an interview with Dr. Nora Quebral, Chairman of the Department of Communication at the University of the Philippines at Los Banos, who discussed the past, present, and future of development communication with staff members John Middleton and Heddy Reid. In "The Future of Computers in Education in the Developing World," Jamesine Friend reviews the uses and history of computer-assisted education in the United States and highlights some of the benefits and pitfalls ahead as computers are transferred to the developing world. K. Ofori-Ansa addresses "Africa's Search for Communication Technologies for Education: A Reflection on Problems and Prospects." In "Villagers Teaching Us to Teach Them," John Siceloff describes projects in Peru and Tanzania that used photographs as a village education tool and directly involved villagers in the planning and development of the picture series. Judy Brace's column, "Publications of More than Passing Interest," describes four development resources, while "A Communicator's Checklist" provides additional book reviews. The use of media in Mexico's Programa Nacional de Alfabetizacion is described by Linda King de Jardon in "Mexico's National Literacy Program." In "On File at ERIC," Barbara Minor reviews five ERIC reports and papers related to development communication. (LMM)

Collection Description and Assessment in ARL Libraries. SPEC Kit 87.
Association of Research Libraries, Washington, D.C. Office of Management Studies.
PUB DATE- Sep 82
AVAILABLE FROM- Association of Research Libraries, Office of Management Systems, 1527 New Hampshire Ave., NW, Washington, DC 20036 ($15.00 per kit to non-members, $7.50 per kit to members).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020) Guides/Methods/Techniques (For Practitioners) - General (050) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Academic Libraries; *Evaluation Methods; Higher Education; *Library Acquisition; *Library Collections; Library Networks; Library Planning; Measurement Techniques; *Research Libraries
IDENTIFIERS- *Collection Assessment

This group of documents presents material on collection development and a list of collection intensity indicators from the Research Libraries Group (RLG), as well as examples of collection assessment techniques from seven members of the Association of Research Libraries (ARL). ARL member documents cover the assessment of art periodical, microbiology, Spanish-American literature, and women's studies holdings at Arizona State University; collection assessment planning at Brigham Young University; assessment of French literature, computer science, and United States history holdings at the University of California at San Diego; the results of a book use study at DePauw University; assessment of the sociology collection at the University of Illinois; assessment of the metallurgical engineering collection at the University of Notre Dame; and the general procedures of Stanford University's collection evaluation program. A concise summary of issues and trends describes political and operational incentives for collection assessment; obstacles to assessment programs; and assessment approaches involving the comparison of holdings with authoritative lists of published material, shelf list measurement, cooperative collection development and preservation decisionmaking, measurement of user satisfaction with library holdings, and the use of automated systems in quantitative assessment methods. An evaluation sheet for this ARL Systems and Procedures Exchange Center (SPEC) kit is also provided. (ESR)

ED 235 829 IR 050 487

Serving Deaf Students in Academic Libraries.

PUB DATE- Jun 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Academic Libraries; *Communication Problems; *Hearing Impairments; *Library Instruction; Library Services; *Library Skills; Postsecondary Education; Problems

This transcript contains the text of a speech and five panel presentations on the problems of people with hearing impairments and the provision of academic library instruction to deaf students. Herbert W. Larson describes: methods for effectively communicating with the deaf; the use of signing, lip reading, and interpreters; colleges for the deaf; the difficulties of using telephone devices for the deaf (TDD's); and library services for the hearing impaired. Virginia Alleman describes the library instruction program for the relatively large deaf student population at Golden West Community College in Huntington Beach, California. The use of many different types of media in library instruction is advocated by Mary Jane Platou of the University of Scranton in Pennsylvania. Linda Karuth, librarian at the National Institute for the Deaf (NTID) located at the Rochester Institute of Technology (RIT) in Rochester, New York, discusses the importance of publicizing library services for the deaf and recommends that all librarians learn some signing. Susan Feinberg describes library and college support services for the hearing impaired at Pasadena City College in California. Finally, Burnelle Ray, of Gallaudet College in Washington, District of Columbia, focuses on the evaluation of student performance in library instruction and lists nine possible instructional problems in designing library instruction for the deaf. (ESR)

ED 235 843 JC 820 511

Fernandez, Alfred P.
The Case for a Fee Policy That Provides Two Years of Fee-Free Community College Education.
Ventura County Community Coll. District, Calif.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Access to Education; *College Admission; *College Credits; *Community Colleges; Educational Finance; Educational Planning; *Statewide Planning; *Student Costs; Two Year Colleges
IDENTIFIERS- *California

Any plan to institute student fees for California community colleges should address public concerns about budgetary matters, course repetitions, avocational courses, and courses that are not clearly lower division, while at the same time protecting districts from unanticipated enrollment losses and preserving the right of access to education by persons of modest means. One such approach to student fees would be to allow all matriculated students to take 70 units of community college education without fees, after which they would pay fees for all courses. Because students would be required to matriculate, this approach would improve student assessment, placement, and retention; provide for more efficient use of space; and promote a classroom atmosphere more conducive to learning. Additionally, matriculation would provide data for the study of reverse transfers, vocational retraining, avocational repeaters, and community college students in general. Although less direct revenue would accrue from this plan than from the imposition of fees for all students, hidden savings may result from: (1) a greater likelihood that students finish classes; (2) more care by students in selecting courses; and (3) greater student awareness of course requirements and earlier selection of goals. An appended paper answers questions concerning the proposed fee plan related to the need for a student fee policy, exceptions, matriculation, and the components of and rationale for the plan. (HB)

ED 235 858 JC 830 480

Tschechtelin, James D.
Funding to Meet the Need for Community College Education in Baltimore City.
Maryland State Board for Community Colleges, Annapolis.
PUB DATE- Nov 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTIONS- Community Colleges; Educational Demand; *Educational Finance; *Equalization Aid; Financial Problems; *Institutional Characteristics; Population Distribution; *State Aid; State Surveys; Two Year Colleges; Two Year College Students; *Urban Demography; Urban Population; Urban Problems; Urban Schools
IDENTIFIERS- *Community College of Baltimore MD; *Maryland (Baltimore)

A study of community college funding in Maryland found that the Community College of Baltimore (CCB) faces unique educational circumstances warranting additional state aid. These circumstances largely result from the special needs of Baltimore City, which has a disproportionate concentration of the state's poor and dependent citizens, the greatest noneducational demands on its limited resources, the highest real property tax in the state, the least ability to increase local revenues, a historic lack of adequate resources for elementary and secondary education, an intense need for remedial training, and a growing demand for educational services. Low family incomes, high unemployment, and low student attendance and promotion rates in Baltimore have special consequences for CCB. Compared to similar colleges, CCB has: (1) the highest proportion of remedial students; (2) massive requirements for student financial aid administration; and (3) the lowest level of funding for current operations. Many challenges faced by CCB can be accounted for by the heavy population density of Baltimore. The State Board for Community Colleges therefore recommends that the state provide an additional $150 per full-time equivalent student to the CCB and any community college in an area with a population density of more than 8,000 per square mile. Data tables contrasting Baltimore with other political subdivisions in Maryland and comparing CCB with other Maryland community colleges are included. (HB)

ED 235 873 JC 830 834

Hartman, Rhona C.

Fact Sheet: Community Colleges and Handicapped Students--Concerns and Resources.

American Council on Education, Washington, DC. HEATH/Closer Look Resource Center.

SPONS. AGENCY- Department of Education, Washington, DC.

PUB DATE- Sep 81

CONTRACT- 300-80-0857

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTIONS- *Accessibility (for Disabled); Administrator Guides; *College Planning; *Community Colleges; *Disabilities; Guidelines; *Mainstreaming; Resource Materials; Student Personnel Services; Two Year Colleges; *Two Year College Students

IDENTIFIERS- Fact Sheets; PF Project

Brief recommendations and resources for accommodating handicapped students in community colleges are offered. Recommendations are presented for creating an advisory board, providing support services, accommodating handicapped students in existing programs, and identifying handicapped students. Resources which are described include books and articles on administration and facilities access; ideas on where to look for federal, state, and local assistance; sources of two annotated listings on staff and program development; and a list of experienced Disabled Student Service Coordinators who have agreed to be resource persons. (DC)

ED 235 919 PS 013 938

Ralston, Goldie T.
An Approach to Improve Third Grade Children's Ability to Solve Addition and Subtraction Verbal Word Problems.
PUB DATE- Oct 82

LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTIONS- *Addition; Classroom Research; *Elementary School Students; Grade 3; Intervention; Pretests Posttests; Primary Education; *Problem Solving; *Student Improvement; *Subtraction; *Workbooks

This practicum was designed to improve and increase the problem-solving skills of third-grade students. Using a specially designed 20-item test consisting of mathematical word problems, a preassessment was made of the addition and subtraction skills of 843 third-grade students from high, middle, and low socioeconomic levels in four Florida counties. An error analysis revealed problems in two major skill areas: (1) subtrahend-minuend order of mention in subtraction word problems, and (2) labeling. Further analysis of the data revealed a positive correlation between high socioeconomic level and number order, labeling, computation, and process skills. However, no correlation existed between socioeconomic level and the percentage of perceptual errors made by third-grade students. An average of 40 percent of students scored computational errors in three-digit subtraction with zero; 23 percent made computational errors in two-digit subtraction with zero. The "Addition and Subtraction Word Problem Workbook for the Primary Grades," designed to remediate the two problem skill areas, was employed over a 4-month period with three third-grade classes. As compared with their pretest performances, the 67 members of the experimental group and the 48 members of the control group on the average reduced their number order errors by 16 and 5 percent, respectively. There was a 27 percent reduction of labeling errors in the experimental group, as compared with a 10 percent reduction in the control group. (Author/RH)

ED 235 947 RC 014 382

Armenoff, Thomas C., Ed.; Horn, Jerry G., Ed.

Moving Forward in Times of Adversity: Proceedings of the Annual Rural and Small Schools Conference (4th) and the Kansas Community Education Association Conference (Manhattan, Kansas, November 15-16, 1982).

PUB DATE- Nov 82
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTIONS- Beginning Teachers; Community Development; *Curriculum Development; Declining Enrollment; Educational Finance; *Educational Strategies; Elementary Secondary Education; Government School Relationship; Legal Responsibility; Microcomputers; Needs Assessment; Preservice Teacher Education; Reading Programs; *Rural Education; *Rural Schools; School Role; Science Education; *Small Schools; Special Education; Teacher Recruitment; *Teaching Methods; Testing

The 1982 proceedings of the joint meeting of the Fourth Annual Kansas State University Rural and Small Schools Conference and the Kansas Community Education Association Conference contain texts of 33 papers with separate bibliographies, plus the conference agenda. Topics most discussed are curriculum development/planning, computers and microcomputers, recruiting and retaining teachers, and strategies for dealing with declining enrollments. Other papers deal with community development in small schools, basic skills centers, discrepancy assessment as a group management tool, testing, help for beginning teachers, creative teaching in a rural environment, the West Montana College model of teacher education for small schols, and a cost analysis process for small schools. Also covered are needs of small schools; characteristics and perceptions of rural teachers, administrators, and school board members; a federal perspective on excellence in education for rural America; aerospace education for students in small and rural schools; the effects of changing school finance on organizational characteristics; Kansas high school attendance policies; New Mexico rural school districts' strategies in special education; legal negligence and the community educator; an interrelated service delivery approach; mental rehearsal to improve instruction; a secondary reading program for rural schools; and rural science education. (MH)

ED 235 989　　　　RC 014 442

Zepeda, Ofelia
A Papago Grammar.

REPORT NO.- ISBN-0-8165-0780-5
PUB DATE- Jun 83
AVAILABLE FROM- University of Arizona Press, 1615 E. Speedway, Tucson, AZ 85719 ($8.95 paperback).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *American Indian Languages; *Grammar; Higher Education; *Language Acquisition; Morphemes; Multilingual Materials; *Native Language Instruction; Nouns; Numbers; Orthographic Symbols; *Papago; Phonetic Transcription; Phrase Structure; Pronouns; Secondary Education; Second Language Instruction; Sentence Structure; Syntax; Uto Aztecan Languages; Verbs; Word Lists
IDENTIFIERS- Conversation Exercises; Pima (Language); Verbal Rules

A Papago grammar, intented to help Papago and other junior high, high school and college students learn and appreciate the language and give linguists an overview of the language, contains background information on the language and the book, two grammar units, a unit of five conversations in Papago, and a section of supplementary material. Text material has been tested and refined in actual classroom application and revised in form and content on the basis of that experience. Each of the two grammar units contains 10 lessons and 1 review lesson. The first unit covers Papago sounds, intransitive sentences, the "g" determiner and yes/no questions, subject pronouns and the imperfective auxiliary, conjunctions, direct and indirect objects in transitive sentences, reflexives and reciprocals, postpositional phrases and locatives, interrogative sentences, and perfective and future perfective verbs. The second unit covers future imperfective verbs; possessives; linking sentences; formation of verbs from nouns and nouns from verbs; subordinate clauses; stative verbs, adjectives, and comparisons; numbers; imperatives; and word order. Supplementary material includes a list of abbreviations and symbols, a summary of grammatical elements, Papago-English and English-Papago glossaries, and the index. Because of similarities between Papago and Pima, the book has been found adequate for teaching Pimas about their language. (MH)

ED 236 045 SE 043 386

Konzo, Seichi; Bayne, James W.
Opportunities in Mechnical Engineering. VGM Career Horizons Series .
PUB DATE- 78
AVAILABLE FROM- VGM Career Horizons, Division of National Textbook Company, 4255 West Touhy Avenue, Lincolnwood, IL 60646-1975.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Reference Materials - General (130)
DESCRIPTIONS- Career Awareness; *College Choice; College Science; Employment Level; *Employment Opportunities; *Engineering Education; *Females; Higher Education; High Schools; *Minority Groups; *Occupational Information; Professional Associations; Salaries; Science Careers; Science Education; Work Environment

IDENTIFIERS- *Mechnical Engineering

This book presents information on career opportunities in mechanical engineering. Chapter 1 describes the historical development of mechanical engineering and its interactions with society, considers the growth of the American Society of Mechanical Engineers, and discusses the relevance of mechanical engineering to present-day and future society. Chapter 2 covers the spectrum of careers available including research, consulting, teaching, development, design, production, sales, law, the military, and politics. Personal requirements are presented in the form of a checklist of skills and interests in chapter 3. The amount of educational background needed for employment at various levels (technician, professional), and several interdisciplinary combinations including engineering/Master of Business Administration and engineering/Law are described in chapter 4. In chapter 5, the college selection process, work-study programs, and part-time jobs are discussed. Chapter 6 assesses opportunities for women, including a comparison of pay. A report, "Minorities in Engineering," by the Planning Commission for Expanding Minorities Opportunities, is the topic of chapter 7. The process of industrial recruitment of graduating seniors is discussed step-by-step in chapter 8. Demand for engineering and salaries of beginning graduates are also considered. Chapter 9 analyzes career development/advancement and lists professional mechanical engineering societies. An appendix lists schools offering accredited undergraduate curricula. (JM)

ED 236 074 SO 015 058

Vaughan, Jerry L.
Technology and Your Future.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Competition; Computer Literacy; *Economic Change; *Educational Change; Education Work Relationship; *Futures (of Society); Information Science; International Relations; Long Range Planning; Prediction; Social Change; Social Values; Systems Approach; *Technological Advancement; Technological Literacy; *Technology

The emergence of a technology-based global society is effecting tremendous changes in the economic and political world order. If our society is going to respond successfully to these changes, it must recognize the philosophic as well as strictly scientific implications of technological growth. We are entering a new era for amplifying the human powers of perception, reasoning, invention, and production. Knowledge-based systems, artificial intelligence, robotics, telecommunications, and biotechnologies are currently being developed. Such developments will soon alter the global social order. Industries and persons mastering these technologies will realize tremendous economic and political influence, with the nations having the most sophisticated technologies dominating the balance of power. If society is going to help individuals deal with the new order, fundamental changes in education are necessary. A more deterministic orientation, a more creative content, and a "systems understanding" leading to "systems thinking" will be essential components of education in the Communications Era in order to solve social problems. (LP)

ED 236 135 SP 023 158

Leiter, Jeffrey; Brown, James S.
Sources of Elementary School Grading.
PUB DATE- 28 Aug 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Academic Achievement; Elementary Education; Elementary School Students; *Elementary School Teachers; Expectation; *Grading; Social Bias; *Student Behavior; *Student Evaluation; *Student Teacher Relationship; Teacher Attitudes; *Track System (Education)

The objective and subjective determinants that influence the way elementary school teachers grade students were explored. A longitudinal study was made of 213 students in 6 elementary schools as the students progressed from the first to the third grade. Possible determinants for assigning grades included student acquisition of valuable skills as reflected in standardized test scores, and classroom-specific achievement, based upon what the teacher considered important. Subjective factors in grading were seen to be teacher bias based upon individual reputations, the track level of the student, and the possibility that teacher expectations may be based on ethnic or gender prejudice. Student compliance with the teacher's preferred attitudes and behaviors was also considered. Factors shaping student achievement included the student's previous grades and general ability, track level, compliance and involvement, and race and gender. In analyzing the study findings, the question was asked: "Do teachers assign grades solely on the basis of merit or do other factors enter into grading decisions?" Student conformity to teacher preferences for certain attitudes and behaviors consistently appeared to be one of the strongest determinants of grading at this level. (JD)

ED 235 800 IR 050 430

Taylor, Arthur R.
Libraries and Cable TV: Plans, Proposal, and Study to Explore Ways of Serving the Community's Information Needs Using the Data Transmission Capabilities of the Institutional Communications Network (ICN) of Storer Cable in the 1980's and 1990's.
Harnish Group, Columbus, OH.
SPONS. AGENCY- Kentucky State Dept. of Libraries and Archives, Frankfort.
PUB DATE- 30 Jun 83
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Cable Television; Evaluation Criteria; Feasibility Studies; *Information Dissemination; Information Needs; *Information Networks; *Library Networks; Program Costs; *Telecommunications
IDENTIFIERS- *Data Transmission; Kentucky; *Multitype Library Networks; Shortwave Radio Relaying

A feasibility study was conducted to identify alternative demonstration projects which would involve multitype (academic, public, and school) libraries in using the data transmission capabilities of the Institutional Communications Network (ICN) of Storer Cable to meet the information needs of schools and communities in Boone, Campbell, and Kenton counties in Northern Kentucky. Librarians developed a joint funding request to commission the study, which identified 17 alternative applications that could be tested in a demonstration project, and an evaluation methodology to be used by librarians in selecting an alternative. The study suggested that the ICN could be used for radio relay, audiovisual distribution, security purposes, energy management and monitoring, development of a teletext relay database, library usage data collection, software distribution, sub-minute facsimile, broadcast programming, training, telephone communications, electronic message board development, computer service access, electronic mail, videotext, document delivery, or teleconferencing. It was also suggested that the most promising alternatives were locally produced television programming and a shortwave radio relay service. This document presents a summary of the initial planning process for the study funding request, the request itself (Appendix A), and the final feasibility study report (Appendix B: "The Harnish Group Report"), which contains an ICN system overview, descriptions of the demonstration project alternatives and the proposed evalution criteria, and a 43-item bibliography. (Author/ESR)

ED 235 888 PS 013 890

Block, Jeanne H.; And Others
Parental Consistency in Child-Rearing Orientation and Personality Development.

SPONS. AGENCY- National Inst. of Mental Health (DHHS), Rockville, MD.
PUB DATE- Aug 83
GRANT- MH-16080
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Adolescents; *Child Rearing; Children; *Parent Attitudes; *Parent Child Relationship; *Personality Development; Psychological Characteristics; Social Attitudes
IDENTIFIERS- *Consistency (Behavior)

This study investigates the relationship of parental consistency, both between parents and in each parent separately, with respect to socialization attitudes and their longitudinal impact on the developing personality of children. A total of 83 sets of parents completed the Child-Rearing Practices Report (CRPR) when their children were 3 years of age. Forty-five girls and 38 boys were assessed at the ages of 3, 4, 7, 11, and 14 on the California Child Q-Sort (CCQ). When the children were 12 years of age, the parents of 18 girls and 22 boys were re-examined on the CRPR. Objective and broad-ranging measures of mother/father agreement in childrearing values (CRPR) and child personality (CCQ) at the various age levels yielded relationships between parents' consistency and the psychological characteristics of their children. Parental agreement or consistency had a much greater impact on boys' developing personality than it did on girls'. The differences were consistent and detailed over time for both sexes. Results were interpreted in terms of boys' need for structure and girls' need for less inhibition. In comparison with intraparental consistency, interparental consistency had a greater impact on the child's personality. Individual consistency in both parents had its largest influence at adolescence; this finding was interpreted as reflecting an adolescent need for structure in the child/adult period of transition. (Author/BJD)

ED 235 903 PS 013 915

Uphoff, Jane W.; and Others
Perspective-Taking and Social Behavior in Behaviorally Disordered Boys.
PUB DATE- Aug 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Affective Behavior; Affective Measures; *Behavior Problems; *Children; Cognitive Tests; *Language Patterns; Males; *Perspective Taking; *Social Behavior
IDENTIFIERS- *Social Interaction

Although role or perspective taking has been considered important for the development of mature social thought and behavior, and training for perspective taking has been used to remediate deficient behavior, few studies with either normal or disturbed populations have examined naturally occurring behaviors expected to correlate with perspective-taking ability. This study examines the relationship between perspective taking and the social behavior and affective language of 26 behaviorally disordered boys ages 5 to 12. Each subject was observed for approximately 33 minutes in lunch, freetime, and organized activity settings varying in level of structured expectations for behavior. The 12 behavior categories used in coding were designed to record the frequency and quality of the child's interaction with others, both adults and peers. Measures of perspective taking, affective language, and receptive vocabulary were administered. Instruments employed were Chandler's (1973) role-taking task; the interview from the friendship domain of the Measure of Interpersonal Understanding developed by Selman, Jaquette, and Bruss-Saunders (1979); and the Peabody Picture Vocabulary Test. Results indicated that perspective-takers spent less time "alone" on-task, received less attention from adults, and shared more than their non-perspective-taking peers. Perspective-takers also spent more time in neutral interaction with other children than did non-perspective-takers. Finally, perspective-takers used a greater variety of affective words in response to the Chandler role-taking measure. (Author/RH)

ED 236 017 SE 043 296

Schollum, Brendan, Ed.; And Others
Teaching about Force. Learning in Science Project. Working Paper No. 34.

Waikato Univ., Hamilton (New Zealand).
PUB DATE- Nov 81
AVAILABLE FROM- University of Waikato, Science Education Research Unit, Hamilton, New Zealand.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142) Reports - Research/Technical (143) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Comprehension; *Concept Formation; Concept Teaching; *Curriculum Development; Elementary School Science; Elementary Secondary Education; *Force; Gravity (Physics); Learning; Motion; Physics; Science Activities; Science Education; *Science Instruction; *Secondary School Science; Teaching Methods
IDENTIFIERS- *Learning in Science Project; *New Zealand; Science Education Research

This booklet provides suggestions for student activities appropriate for introducing ideas about forces and their relationship to motion at the Form 1 to 4 level. The overall program is divided into five parts and is based on knowledge of views about force, friction, and gravity which children bring with them to science classrooms. An overview of the program is provided and, in separate sections, the aims and strategies are set forth, and student materials (worksheets, activity sheets, surveys, and others) for each individual part are presented. Students' views about force are determined in part 1. Momentum and momentum changes are investigated in part 2. "Pushes" and "pulls" are examined in part 3. Total force is studied in part 4. Part 5 investigates how some children's ideas have been modified by the learning experiences provided in the previous parts and provides opportunities, if necessary, for further remediation. (Scientists' answers to survey questions and a mathematics activity on force/momentum are found in appendices.) (JN)

ED 236 031 SE 043 312

Happs, John C.
Soils. Science Education Research Unit. Working Paper 201.
Waikato Univ., Hamilton (New Zealand).
PUB DATE- Oct 81
AVAILABLE FROM- University of Waikato, Science Education Research Unit, Hamilton, New Zealand.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142) Reports - Research/Technical (143)
DESCRIPTIONS- Comprehension; *Concept Formation; Concept Teaching; *Curriculum Development; *Earth Science; Elementary School Science; Elementary Secondary Education; Interviews; Learning; Science Education; *Science Instruction; *Secondary School Science
IDENTIFIERS- *Learning in Science Project; *New Zealand; Science Education Research; Soil

The Learning in Science Project has adopted the view that science teaching might be improved if teachers can be given some appreciation of students' views of the world and the beliefs, expectations, and language that learners bring to new learning situations. This investigation looks at the topic of soil, one of the basic resources of New Zealand economy. Areas examined include the nature, sources, age, and depth of soils, and changes which soils undergo. Data were collected from individual interviews (N=40) and from a questionnaire administered to 221 students. Findings (including interview transcripts) indicate a conflict between the views of soil seen through the eyes of children and adolescents when contrasted with views of soil scientists. Although there was general agreement in interviews/survey on the question of soil depth, several differences of a virtually bi-polar nature were noted for other areas (soils formed via environmental factors versus soils always there or dynamic versus static soils). These results indicate that the more important ideas concerning soils should involve a focus on the nature/origin of the age of soils, and the idea that soils are changing with time. (Supporting documentation, including survey instrument is provided in appendices.) (JN)

ED 236 120 SP 022 547

Centering on a Quick Reference Resource Booklet for New York City Teachers and Parents. Volume I.

New York City Teacher Centers Consortium, NY.

PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTIONS- Art Education; *Community Resources; Educational Resources; Elementary Secondary Education; *Field Trips; *Human Resources; Museums; Parent Materials; *Resource Materials; Social Studies; Special Education
IDENTIFIERS- *New York (New York); PF Project

This resource guide offers descriptions of community resources, field trips, human resources, and resource materials available to teachers and parents in New York City. The resources, covering a wide variety of curriculum areas, are listed separately by borough (Bronx, Brooklyn, Manhattan, Queens, and Staten Island). Manhattan is further divided into four geographical areas. Each description includes the resource type (community resources, field trips, human resources, or resource materials), general information, curriculum areas, and target groups. Also included is miscellaneous information such as educational services and materials provided, costs, and hours of operation. A curriculum area index is provided for each resource type. The curriculum areas most often listed are social studies, art, and special education. (DC)

ED 235 743 HE 016 723

Garfield, Joan B.; Romano, John L.

Retention and Academic Achievement in Higher Education: The General College PEP Program (PEP I, II, III).

Minnesota Univ., Minneapolis. General Coll.

PUB DATE- 83
AVAILABLE FROM- General College, University of Minnesota, Minneapolis, MN 55455.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Academic Achievement; *Academic Persistence; American Indians; Blacks; College Credits; College Freshmen; *College Students; Comparative Analysis; *Developmental Studies Programs; *Educationally Disadvantaged; Grade Point Average; Higher Education; Latin Americans; Longitudinal Studies; Mexican Americans; *Minority Groups; Program Evaluation; School Holding Power; Student Characteristics
IDENTIFIERS- *University of Minnesota

A 3-year followup evaluation of the Personalized Education Program (PEP) of the General College, University of Minnesota, is presented. The program, which is designed to improve the academic retention and achievement of underprepared, freshman minority students, has served 273 students since the fall 1979 quarter, including 86 American Indians, 72 Chicanos/Latinos, and 115 Blacks. Data are provided for students who began the PEP program in 1981, 1980, and 1979. Findings include the following: of the 116 PEP students who began in fall 1979, 29 percent registered for at least one quarter during 1981-1982, and 12 percent registered for nine consecutive quarters since fall 1979; six percent of the PEP students transferred from General College to another University of Minnesota college; 1979 PEP students who persisted for 3 years achieved similar grades and numbers of credits compared to control groups, suggesting that these students were able to overcome educational disadvantages that existed when they began as freshmen; and students generally achieved similar grades in non-General Colleges classes compared to General College Classes, but the completion rate in non-General College classes was lower. Supporting statistical data and study recommendations are included. (Author/SW)

ED 235 757 HE 016 744

Angel, Dan
Nailing Jello to the Wall. Forum: What Progress Are the States Making in Initiating Higher Education Reform?
PUB DATE- Oct 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Accountability; College Administration; Community Colleges; Educational Assessment; *Educational Change; *Governance; *Government School Relationship; *Higher Education; Institutional Autonomy; Intervention; Public Education; Resource Allocation; Retrenchment; State Aid; State Boards of Education; State Colleges; State Standards; *Statewide Planning
IDENTIFIERS- *California

The relationship between state government and higher education institutions is discussed. It is noted that, by and large, state governments have left colleges alone until the past two decades. State intrusions have taken the form of accountability statutes, budgeting, performance audits, program review, minimum standards, sunset laws, and more powerful state governing boards. Because of changing demographic, economic, and social trends, the public still wants proof of better management in higher education. Such demand should be limited to appropriate topics and should be expressed through a mechanism sensitive to both public and institutional interests. Both society and higher education would be assisted in this oversight partnership by an attitude adjustment, better staffing, adequate information, and improved communication. Higher education's best chance is in candid assessment of the problems that lie ahead and in frank discussion of the decisions. Six current events affecting California's community colleges are described that are departures from the past treatment of this sector. These developments include the following: a reduction for the curriculum of about $30 million; a narrowing of the community college mission; a plan to implement tuition; and basing state aid on new standards. (Author/SW)

Phillips, Amy Friedman
Computer Conferences: Success or Failure?
PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Attitudes; Case Studies; *Computer Oriented Programs; Content Analysis; Design Requirements; *Emotional Experience; Emotional Response; *Interpersonal Communication; *Man Machine Systems; Technological Advancement; *Teleconferencing; Time Perspective
IDENTIFIERS- *Computer Users

This examination of the aspects of computers and computer conferencing that can lead to their successful design and utilization focuses on task-related functions and emotional interactions in human communication and human-computer interactions. Such aspects of computer conferences as procedures, problems, advantages, and suggestions for future conferences are studied through analyses of three university-sponsored conferences: (1) a class project for a graduate seminar in communication technologies at the University of Southern California (USC); (2) a conference of the Human Communication Technology special interest group of the International Communication Association; and (3) a USC conference primarily of academicians interested in computing, who reviewed relevant books and articles and suggested taxonomies, user/role classifications, procedures, and entry levels. Elements of successful and unsuccessful computer conferences are of particular concern, and the analyses focus on comments and interactions related to such emotional aspects as like and dislike of the medium, comfort, frustration, anger, and humor. Comments about aloneness, anonymity, time-space perceptions, and feedback issues, are noted, as well as responses that indicate non-linear thought patterns. Results indicate that there is an emotional dimension present in computer conferencing, as well as a flow of thought showing spontaneity and creativity, and that task functions become enmeshed in the computer user's socio-emotional state. (LMM)

ED 235 934 RC 014 310

Solberg, Chris; Goldenstein, Erwin, Ed.
The Pawnee Experience: From Center Village to Oklahoma (Junior High Unit).
Nebraska Univ., Lincoln. Nebraska Curriculum Inst. on Native American Life.
SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE- 78
AVAILABLE FROM- Nebraska Curriculum Development Center, Andrews Hall 32, University of Nebraska, Lincoln, NE 68588 0336 ($2.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *American Indian History; American Indian Literature; American Indians; *American Indian Studies; Chronicles; *Cultural Background; Cultural Education; Cultural Influences; Economic Change; Historiography; Junior High Schools; Kinship; *Learning Modules; *Life Style; Perspective Taking; Primary Sources; *Relocation; Tribes; United States History; Units of Study
IDENTIFIERS- *Pawnee (Tribe)

A sample packet on the Pawnee experience, developed for use by junior high teachers, includes a reading list and materials for teachers and students. Sections on Pawnee origins, history, religion and world view, tribal structure and kinship, and economic system before and after relocation from Nebraska to Oklahoma include objectives, lists of materials needed, exercises for students, and essays accompanied by questions to ponder. For instance, the section on Pawnee origins has the following objectives: (1) introducing students to Pawnee accounts of their origins and encounters with Europeans, and to the notion that different people interpret history differently, according to their values and history; and (2) showing students that the meaning of history depends in part on the symbolism people carry into a historical event. The section lists four necessary items (three are in the document), and gives three procedures for student exercises. Text of the section, "Perspectives in History," contains the Pawnee's own origin story, comment on archaeological support for the Pawnee account, two Anglo versions and a Pawnee version of the Pawnee encounter with Zebulon Pike's expedition, and an exercise with five questions for students. Other sections are similarly structured. (MH)

ED 235 962 RC 014 402

Cordova, Dahlia

The Navajo Way of Life: A Resource Unit with Activities for Grades 4-6.

Salt Lake City School District, Utah.

PUB DATE- 82
AVAILABLE FROM- Multicultural Ethnic Studies Curriculum, c/o Alberta Henry, Salt Lake City School District, 440 E. 1st South, Salt Lake City, UT 84111 ($21.00 plus $1.63 postage).
LANGUAGE- English
EDRS Price - MF01/PC16 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *American Indian Culture; American Indian History; American Indians; *American Indian Studies; Creative Activities; Cultural Activities; *Cultural Background; *Cultural Education; Elementary Education; Food; Handicrafts; *Information Sources; Leaders; Learning Activities; Life Style; Personal Narratives; *Units of Study
IDENTIFIERS- *Navajo (Nation)

A resource unit on the Navajo way of life, for grades 4-6, contains sections on Navajo history, art, and crafts, homes, music, poetry and games; Navajo and Pueblo cookery (including recipes); traditional Navajo dress, ceremony and legends; and successful Navajos, past and present. Sections include text, vocabulary words, drawings, maps, and follow-up activities such as discussion topics, questions for students, directions for models, games, craft items, and flannel-board pieces. The unit on Navajos past and present gives brief biographies of eight notable present-day Navajos (an educator, two doctors, an actor, a member of the Navajo Tribal Council, the code talkers of World War II, an author, and the president of Navajo Community College), each followed by questions and topics for further study; 1-paragraph summaries of seven past and present Navajo leaders are given. The arts and crafts unit discusses Navajo weaving, baskets, native dyes, and silversmithing, and includes instructions for making popsicle-stick belt looms, purses, 4-ply braids, an ojo de dios (god's eye), dance collars, ceremonial rattles, clay bowls, mosaics, and yarn drawings. Information sources listed include currently-available books (162), publishers' addresses (61), magazines/periodicals (14), government agency publications (18), Native American community resources (23), and films (25). (MH)

ED 235 976 RC 014 419

Executive Search and Selection. Proceedings of a Seminar (Chicago, Illinois, January 31, 1981).

Native American Educational Services, Inc., Chicago, Ill.

PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTIONS- Administrator Qualifications; *Administrator Selection; *American Indians; Committees; *Community Organizations; Decision Making; Employment Interviews; *Evaluation Criteria; *Governing Boards; Occupational Information; Questioning Techniques; Questionnaires; *Search Strategies

A pamphlet, intended to help Indian communities select executive directors for community organizations, summarizes information from a seminar on executive search and selection, sponsored by the Community Board Training Project (CBTP) of the Native American Educational Services (NAES) College. A chapter on the search process addresses the formation of search committees and how to advertise a job announcement. The section on questionnaire development covers background information necessary before the questionnaire for candidates is developed, differences between weighted and non-weighted questionnaires, and types of questions to avoid. A section on interview techniques discusses creating a positive interview environment and the interviewing process itself, including ways of asking questions and a list of probe phrases for eliciting more information. The chapter on executive director selection includes sections on selection as a basic personnel function, organization priorities and selection criteria, social and psychological factors, and decision making. A sampling of 12 questions raised at the seminar with answers by presenters and other panel members is provided. Brief background descriptions of the five American Indian presenters, a list of participating Indian community organizations and programs, and information on CBTP and NAES are included. (MH)

ED 236 004 SE 043 263

Mechling, Kenneth R.; Oliver, Donna L.
Characteristics of a Good Elementary Science Program. Handbook III, Part B: Elaboration of the Principal's Checklist of Characteristics. Project for Promoting Science among Elementary School Principals.
National Science Teachers Association, Washington, D.C.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- 83
GRANT- SER-8160347
AVAILABLE FROM- National Science Teachers Association, Special Publications, 1742 Connecticut Avenue, NW, Washington, DC 20009 (set of 5, $15.25).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Administrator Role; *Classroom Observation Techniques; Elementary Education; *Elementary School Science; Instructional Materials; Process Education; *Program Improvement; Questioning Techniques; Resource Materials; School Administration; Science Education; *Science Facilities; *Science Instruction; *Science Programs; Staff Development; Student Behavior; Teacher Behavior
IDENTIFIERS- National Science Foundation

Provided are suggestions and recommendations for each item on the checklist, contained in Part A of the handbook, which was designed to help elementary school principals assess and improve science programs in their schools. Suggestions/recommendations, designed to make the checklist more meaningful and useful, are keyed by number and/or letter to specific questions presented in the four major sections of the checklist. These sections deal with areas that have a great impact on science programs. The first section focuses on administrative aspects, considering the school science curriculum plan, provisions for science in the budget, the principal's leadership role, and staff development practices. The second section focuses on science texts and/or written curriculum materials, discussing science content, process, and several related areas. The third section focuses on observations of teacher and student behavior during science classes, considering observation techniques, questioning strategies, student attitudes, and other areas. Science resources and facilities are examined in the final section, looking for evidence of these resources/facilities in and beyond the classroom, and determining how resources are acquired. (JN)

ED 236 060 SO 014 853

Thomas, Paul F.
What Is Social Studies?
British Columbia Teacher's Federation, Vancouver.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Journal Articles (080)
DESCRIPTIONS- Academic Freedom; Decision Making Skills; Deduction; Definitions; *Educational Objectives; *Educational Principles; Elementary Secondary Education; Futures (of Society); Integrated Curriculum; Intellectual Disciplines; Personal Autonomy; Policy Formation; *Social Studies; Teaching Methods
IDENTIFIERS- Freedom; PF Project

Because social studies lacks the cognitive elegance of mathematics, the facilities and resources accorded to science, and the cadres of experts attending the language arts, it does not receive the recognition it deserves. The wide variety of academic disciplines included in the realm of social studies makes it very difficult for today's proponents to agree on a definition. However, one can begin by deducing the purpose of social studies from Paulo Freire's dictum "education is the practice of freedom." Based on this premise, the purpose of teaching is to develop autonomous beings capable of finding their own direction and meaning in life. Since freedom entails choices and decision making, teachers must provide real and simulated opportunities for decision making and policy formation. Education should develop persons capable of autonomously knowing feeling, striving, and acting upon what they know and value. Because social studies impinges upon all of these four spheres, its mission is central to the ultimate purpose of education. (LH)

ED 236 089 SO 015 082

Dambrot, Faye
Beyond Women's Studies: A Program in Gender Identity and Roles at the University of Akron.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Interdisciplinary Approach; Postsecondary Education; Program Descriptions; School Community Relationship; *Sex Role; *Womens Studies
IDENTIFIERS- *Gender Studies

Created to appeal to the conservative, older, part-time students that make up the school community, the Gender Program at the University of Akron represents a successful effort to broaden the base and impact of women's studies. Developed by a faculty-student committee over 3 years and instituted as an interdisciplinary certificate program in 1981, the curriculum now involves about 10 percent of the student body. Requirements include an introductory course on gender perspectives and either a field placement in an agency such as Planned Parenthood or a practical project. Past projects have ranged from observations of sex roles in Australia to the establishment of the Campus Campaign for Reproductive Rights. Students also choose from a wide variety of interdisciplinary electives such as Biology of Behavior, Sociology of Sex Roles, Human Sexuality, Fatherhood, and Parent Roles, as well as more conventional women's studies courses. While the program has been weakened by failure to involve all disciplines in its curriculum, its positive impact can be seen in the suggested extracurricular activities and campus-community interaction it has generated. Among the program's major achievements are a community film festival, a women's history week, and the sponsorship of the Northeastern Ohio exhibit of Judy Chicago's "The Dinner Party." Although a relatively small project, University of Akron's gender curriculum suggests positive directions for the expansion of women's studies programs in the 1980's. (LP)

ED 236 103 SO 015 150

Resources for Pennsylvania Studies: Elementary and Secondary School Grades. Revised.
Pennsylvania State Dept. of Education, Harrisburg.
PUB DATE- Sep 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTIONS- Annotated Bibliographies; Books; Educational Resources; Elementary Secondary Education; Films; Filmstrips; Instructional Materials; Resource Materials; *Social Studies; *State History; Visual Aids
IDENTIFIERS- *Pennsylvania

Secondary source materials on Pennsylvania history are cited in this selected bibliography for use in the elementary and secondary grades. Materials, dated from 1914 through 1982, include texts, fiction and nonfiction books, magazines, teaching guides, kits, and audiovisual materials listed alphabetically under the following headings: elementary, middle and high school, teacher resources, instructional media, periodicals, and juvenile fiction. Entries are annotated except where the title is self-explanatory. Because this compilation is intended as a basis for further study, the reader is directed to several more extensive bibliographies. (LP)

ED 235 786 IR 010 860

Rogers, Everett M.; And Others
The Diffusion of Home Computers: An Exploratory Study.
Stanford Univ., Calif. Inst. for Communication Research.
SPONS. AGENCY- Hewlett-Packard Co. Foundation, Palo Alto, CA.
PUB DATE- Oct 82
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- *Adoption (Ideas); Decision Making; Diffusion (Communication); Information Networks; *Innovation; Interviews; Media Research; *Microcomputers; *Purchasing; Questionnaires; Social Networks; *Technology Transfer; *Use Studies
IDENTIFIERS- *Computer Users; *Home Computers

This document reports results from an exploratory investigation into the adoption and use of microcomputers in the home, which involved interviews with 77 home computer owners, 19 individuals who were in the process of computer adoption, and a small sample of home computer manufacturers and retailers. The first two chapters provide information on the background of home computers and the methodology used to gather data for this project. The following chapters analyze results with regard to (1) the diffusion of innovation; (2) the innovation-decision process in home computer adoption; (3) attributes of home computers and their diffusion, including five attributes of innovations: relative advantage, compatibility, complexity, observability, and triability; (4) social networks and the pattern of home computer diffusion; (5) consequences of home computer adoption; and (6) directions for future research. Twenty-four references are cited. Appendices include a list of students involved in the research, abstracts of award-winning student papers on home computer diffusion, the adopter and non-adopter questionnaires, and response frequency information for the adopter questionnaire. (LMM)

ED 235 815 IR 050 472

Computerisation in Public Libraries. A Report of the Survey Carried Out by the Technical Panel of the Association of London Chief Librarians during 1982.

Association of London Chief Librarians (England).

PUB DATE- Mar 83

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTIONS- Cataloging; *City Government; *Computers; Foreign Countries; *Library Automation; Library Catalogs; Library Circulation; Library Personnel; Library Planning; Library Surveys; *Public Libraries; Tables (Data)

IDENTIFIERS- *England (London)

A survey of public library authorities located in the 34 London boroughs was conducted during the summer of 1982 to determine the characteristics and extent of library automation and to assess changes since a similar 1978/79 study. Replies were received from 33 authorities, of whom 30 reported using computerized techniques. Information on library automation was also collected from nine library authorities located outside of London. This document presents survey results from each authority in 21 tables and an analysis of present automation practices and changes since 1978/79. Five topics are covered: (1) computer facilities, their limitations, and the use of bureau services and electronic information retrieval systems; (2) cataloging, including specific cataloging routines that are computerized, the type of equipment and other resources used, catalog output, catalog frequency and form, and management information provided; (3) circulation control, including specific circulation routines that are automated, the type of equipment used, automation of overdues and membership files, other routine output, conversion of library stocks, and circulation control management information provided; (4) the effect of automation on library staffing, and staff responsiblities for computerized operations; and (5) current computer support for libraries in relation to other local government departments, and library automation objectives and planning. (ESR)

Snyder, Linda S.
A Study of the State University of New York Biomedical Communication Network (SUNY/BCN) from 1968 to 1977.
PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Academic Libraries; Databases; Higher Education; *Information Networks; *Medical Libraries; *Online Systems; Program Descriptions; Regional Cooperation
IDENTIFIERS- *MEDLARS; Program Discontinuation; *State University of New York

This paper traces the growth, decline, and termination of the State University of New York Biomedical Communication Network (SUNY/BCN). It is noted that SUNY/BCN became operational in 1968 with nine medical library members and provided the first online access to the Medical Literature Analysis and Retrieval System (MEDLARS) of the National Library of Medicine (NLM). The paper examines the early history of SUNY/BCN from 1968 to 1973 and its later years, from 1974 to 1977, when the network stopped functioning and Bibliographic Retrieval Services (BRS) began providing service to former users. It is suggested that the system ended because it lacked a clear definition of scope, because its governance was not well defined, because users were not given high priority time on the computer, and because users doubted SUNY Central Administration's long-term commitment to the continuance of SUNY/BCN. (Author/ESR)

ED 235 844 JC 830 006

Klingman, Peter D.; Gardner, W. Aubrey
Modifications in the DACUM Process of Curriculum Development at Daytona Beach Community College.
Daytona Beach Community Coll., FL.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Community Colleges; *Competency Based Education; *Curriculum Development; *Job Analysis; Job Skills; Occupational Information; *School Business Relationship; *Skill Analysis; Student Evaluation; Two Year Colleges; *Vocational Education
IDENTIFIERS- *DACUM Process

The DACUM (Developing a Curriculum) process has helped Daytona Beach Community College (DBCC) resolve several important issues in competency-based instruction. DACUM involves expert workers in defining and describing their jobs. A panel of workers and supervisors identify general areas of competence required in their jobs; specify skills within the competency areas; write and prioritize explicit and accurate skill statements; and reach consensus on the accuracy of the resulting skill chart. The DACUM chart can be used in student evaluations using a rating scale reflecting four levels of performance typically found or demanded in industry. At DBCC, a number of modificatons in the DACUM process have been made to reduce the time involved in chart construction and produce a chart more adaptable to the classroom competency-based instructional mode. These modifications have included: (1) the institution of an orientation session for panelists to introduce competency-based instructional terminology; (2) visits by DACUM coordinators (who are not typically experienced in the occupations under analysis, but have familiarity with curriculum development across occupations) to job sites to help them make appropriate suggestions to facilitate the DACUM process; and (3) the use of DACUM in faculty evaluation and in defining counseling department tasks and job descriptions. (LAL)

ED 235 859 JC 830 481

Morris, Cathy

Equal Access/Equal Opportunity Research at Miami-Dade Community College, Fall 1976-77 through Fall 1981-82 Cohorts. Research Report No. 83-09.

Miami-Dade Community Coll., Fla. Office of Institutional Research.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTIONS- *Academic Persistence; Age; Black Students; Cohort Analysis; *College Graduates; Community Colleges; *Enrollment Trends; Females; Graduation; Hispanic Americans; Longitudinal Studies; Males; *Student Characteristics; Two Year Colleges; *Two Year College Students; White Students

Drawing from Miami-Dade Community College's computer file containing over 60,000 student records, this report presents data on six student cohort groups entering the college as first-time-in-college, full-time students between fall 1976 and fall 1981. For the college as a whole, and for each of its four campuses, longitudinal data are provided on student ethnic background, gender, and age, and re-enrollment and graduation rates. Selected findings include the following: (1) each of the student cohorts contains over 5,000 full-time students, representing approximately 50% of the total first-time-in-college students; (2) the male to female proportions have shifted over the 6-year period, so that slightly more than half of the students in each cohort are females; (3) the ethnic proportions have also shifted across the years, with an increase in the proportion of Hispanic students evident; (4) for both Blacks and Hispanics, the proportion of students over 26 years of age has gradually increased; (5) in general, after 3 years, 25% of the students remain enrolled and 25% have graduated; and (6) the implementation of standards of academic progress in 1978 had an initial effect of depressing re-enrollment and graduation rates among all ethnic groups, though a recovery in these rates was evident in later cohorts among White and Black students. The report concludes with questions for further research. (HB)

ED 235 874 JC 830 835

Hartman, Rhona C.; Redden, Martha Ross

Measuring Student Progress in the Classroom: A Guide to Testing and Evaluating Progress of Students with Disabilities.

American Council on Education, Washington, DC. HEATH/Closer Look Resource Center.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Jun 82
CONTRACT- 300-80-0857
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Accessibility (for Disabled); *College Students; *Disabilities; Emotional Disturbances; Guidelines; Hearing Impairments; Physical Disabilities; Postsecondary Education; Resource Materials; Speech Handicaps; Student Personnel Services; Test Bias; *Testing; *Testing Problems; Visual Impairments
IDENTIFIERS- Fact Sheets; PF Project; *Test Adaptations

This fact sheet provides guidelines on adapting testing situations for disabled postsecondary students. Discussed in the first section are considerations in determining when testing adaptations are needed including disability verification procedures, policy consistency, and maintenance of academic and technical standards. Facts about disabilities are then presented regarding functional limitations, hidden disabilities, disabilities that fluctuate over time, unpredictable disabilities, and the different needs of recently disabled students and students who have been disabled since birth. Specific testing adaptations are offered for students with hearing, vision, mobility, speech, and emotional impairments as well as general guidelines on the test environment, use of proctors and assistants, extended time limits, and measurement of laboratory performance and vocational-technical mastery. The final section recommends having an office which coordinates disabled student services and describes two organizations which provide resources on assisting disabled postsecondary students. References are included. (DC)

ED 236 046 SE 043 387

Fins, Alice
Women in Science. VGM Career Horizons Series.
PUB DATE- 79
AVAILABLE FROM- VGM Career Horizons, Division of National Textbook Company, 4255 West Touhy Avenue, Lincolnwood, IL 60646-1975.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Reference Materials - General (130) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- Astronomy; *Biographies; Biology; Chemistry; College Science; Computer Science; *Employment Opportunities; *Females; Geology; Higher Education; Mathematics; *Natural Sciences; Physics; *Science Careers; Science Education; *Scientists; Secondary School Science; Student Financial Aid

This book presents the life stories of 10 women who work in various fields of science as well as information on education and financial aid and getting a good job (focusing on jobs in academia and industry). The life stories, based on interviews with women scientists, are organized according to their academic fields: (1) biology--Dr. Beatrice Sweeney (botanist), Dr. Rita Colwell (microbiologist), and Dr. Jennie Tou (virologist); (2) Chemistry--Dr. Sandra Greer (physical chemist); (3) geology--Dr. Helen McCammon (ecologist); (4) astronomy--Dr. Vera Rubin (astronomer); (5) physics--Dr. Eugenie Mielczarek (physicist), Dr. Evans Hayward (nuclear physicist); (6) mathematics--Dr. Joan Rosenblatt (statistician); and (7) computer science--Karen Thomann (computer programmer). Each section begins with a brief description of the field and comments on career opportunities for women. Associations and committees related to furthering opportunities and career goals for women in science are included in an appendix. Purpose, current address, contact person, and when applicable, membership and dues information are included. (JN)

ED 236 075 SO 015 059

Burman, Barbara; Rakestraw, Leslie
The Don't Panic Book: What to Expect in an Encounter with the Police and the Juvenile Justice System in New Mexico.
New Mexico Law Related Education Project, Albuquerque.
PUB DATE- 82
AVAILABLE FROM- New Mexico Law-Related Education Project, State Bar of New Mexico, P.O. Box 25883, Albuquerque, NM 87125 ($2.50).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- Adolescents; Alcohol Education; Alcoholic Beverages; *Civil Rights; Crime; *Delinquency; *Due Process; Family Problems; Instructional Materials; Justice; Laws; *Legal Education; Marihuana; Search and Seizure; Secondary Education; *Student Rights; Vandalism
IDENTIFIERS- Glue Sniffing; Juvenile Justice; *Juvenile Justice System; *New Mexico; Shoplifting

The rights of youth in New Mexico if they are arrested and accused of an illegal act are described. Emphasis is on situations they may encounter, what choices they have, and what they can do to help themselves. Although written specifically for youth in New Mexico, the book can easily be used or adapted for use with youth in other states. Situations include: possession of marijuana, shoplifting, joyriding, possession of alcohol, drag racing, using fake identification, glue and solvent sniffing, taking someone else's property, curfew violation, driving without a license, a family fight, vandalism, a fight, a border search, a bad joke, a bad cop, burglary, and a summary of the juvenile system. A list of agencies in New Mexico that might be willing to answer questions and give information is included. (RM)

ED 236 121 SP 022 911

Mamchur, Carolyn
Translating Learning Style Theory into Classroom Practice: A Way of Increasing Teacher Effectiveness Through the Determination of Individual Learning Styles.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Classroom Observation Techniques; *Cognitive Style; *Cognitive Tests; Elementary Secondary Education; Evaluation Methods; *Learning Processes; Learning Strategies; Learning Theories; Research Utilization; Student Behavior; *Student Characteristics; *Student Evaluation; Teacher Effectiveness; Teaching Methods; *Teaching Styles
IDENTIFIERS- *Action Reflection Relationship

The Action Oriented, Reflection Oriented (AORO) observation instrument was designed to help teachers determine their students' cognitive preferences. The assumption underlying the instrument was that learning is enhanced when teaching strategies and materials take into account the student's natural tendency toward action or reflection. AORO categorizes these two preference types as action oriented (extraversion) or reflection oriented (introversion). AORO is a low-inference, systematic observation instrument which requires the teacher to record observed behavior to determine students' learning styles. Action oriented students focus mainly outward toward people and things around them, while reflection oriented students focus primarily inward toward the private world of ideas. The use of AORO may help the teacher develop a new frame of reference for planning curriculum for the individual learner which is appropriately matched to the student's learning style. A review of research findings on AORO indicates that it is a valid instrument for improving teaching styles which contribute to increasing capabilities of the individual learner. (JD)

ED 236 136 SP 023 159

Ward, James
Productive Thinking.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Cognitive Development; Cognitive Processes; *Creative Thinking; *Critical Thinking; Elementary Secondary Education; Parent Role; *Productive Thinking; *Student Development; Teacher Education; Teacher Role; *Teaching Methods

Any consideration of basic skills must at some point achieve the realization that a fundamental skill is the ability of the mind to create, produce, and utilize meaning. The purpose of productive and creative thinking is to know and understand, to produce and utilize meaning that serves to guide and direct mental and physical behavior. The overall process of thinking has been specified and designated with a large array and variety of process skills. The learner, as an information processing system, can only process that which relates to him in some way. Helping the child to make connections is helping him to operate more intelligently. The classroom is a contex for the child to improve his inquiry or process skills (e.g., sequencing, comparing, inferring) in working with and from the immediate. Teachers must help students to learn to think critically. Multiple ways of deriving teaching strategies that serve to foster the descriptive power of the learner are discussed. Included are: (1) questions teachers can ask; (2) a list of 20 principles about the processing and uses of meaning; (3) a note to parents; and (4) 43 ideas for enhancing learners' skill with productive thinking for both teacher and parent. (JMK)

ED 235 801 IR 050 454

Lynden, Frederick C.
Library Materials Cost Studies in ARL Libraries. SPEC Kit 95.
Association of Research Libraries, Washington, D.C. Office of Management Studies.
PUB DATE- Jun 83
AVAILABLE FROM- Association of Research Libraries, Office of Management Studies, Systems and Procedures Exchange Center, 1527 New Hampshire Ave., N.W., Washington, DC 20036 (members, $7.50 per copy; non-members, $15.00 per copy).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020) Numerical/Quantitative Data (110)
DESCRIPTIONS- *Academic Libraries; Books; *Cost Indexes; Data Collection; Higher Education; *Library Acquisition; Library Administration; Library Automation; Library Expenditures; *Library Materials; Periodicals; *Research Libraries
IDENTIFIERS- *Vendors

Replacing a January 1980 publication of the same title, this collection of cost tables and other documentation from library materials cost studies conducted by members of the Association of Research Libraries (ARL) or by library vendors contains excerpts from: (1) local cost studies conducted at Colorado State University, Indiana University, Iowa State University, and Brown University; (2) local cost justifications using national data, compiled at Brown University and University of California; (3) automated local cost studies, conducted at University of Alberta, University of Georgia, and Vanderbilt University; and (4) vendor cost studies, conducted by Blackwell North America, Ballen Booksellers International, Coutts, and Faxon. A concise summary of related issues and trends discusses utilization of local cost data versus published data found in the "Bowker Annual," "Library Journal," and other sources; difficulties in obtaining foreign price information; the various uses of cost index data; characteristics of local cost studies; state cost index systems; the applicability of general published indexes to research materials costs; development of an academic book price index; standardization of price index criteria; and the provision of cost information from bibliographic utilities or as a byproduct of automated acquisition systems. A 23-item bibliography and an evaluation sheet for this ARL Systems and Procedures Exchange Center (SPEC) kit are also provided. (ESR)

ED 235 889 PS 013 892

Tharinger, Deborah
A Developmental Analysis of Children's Understanding of the Learning Process.
PUB DATE- Aug 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Cognitive Development; *Concept Formation; Elementary Education; *Elementary School Students; Grade 1; Grade 4; Grade 7; Individual Needs; *Knowledge Level; *Learning Processes
IDENTIFIERS- *Developmental Patterns; *Psychological Influences; Qualitative Analysis

The development of children's understanding of the learning process and factors that affect learning was explored with a sample of 18 children from 6 to 13 years of age. Subjects were interviewed, and three levels of their reasoning were identified. The 6- to 7-year-old subjects viewed learning as "doing" and reasoned that external-situational factors affect learning. The 9- to 10-year-old participants conceived of learning as "knowing"; they reasoned that interactions between the learner and the activity and between the learner and others also affect learning. Cognitive and psychological characteristics of the learner were described by this middle group, but their direct influence on the process of learning was not clearly understood by the child at this age. The 12- to 13-year-old children conceptualized learning as an inferred, interactive, cognitive process and emphasized psychological factors (such as cognitive abilities, personality, and motivational features) as affecting learning. In addition, the interaction between the learner's cognitive/psychological self, the activity to be learned, and the teacher was central to the view of learning held by this older group. Results were interpreted in terms of consistent and progressive change across age groups and the similarity of findings to previous research on the developmental nature of psychological concepts. Possible implications for educating and counseling children with special education needs were suggested. (Author/RH)

ED 235 904 PS 013 916

Riley, Mary Tom; Blume, Libby Balter

Volunteer Grandparents in Head Start.

Texas Tech Univ., Lubbock. Inst. for Child and Family Studies.

SPONS. AGENCY- Department of Health and Human Services, Dallas, TX. Region 6.
PUB DATE- 83
GRANT- 06-CH188
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Grandparents; Older Adults; Preschool Education; School Activities; Training Objectives; *Volunteer Training
IDENTIFIERS- *Intergenerational Programs; *Project Head Start; Volunteer Grandparent Project

Intended for participants in the volunteer grandparents program, this manual briefly defines Head Start program purposes, goals, and recipients and describes training guidelines for volunteer grandparents and staff training coordinators. Training for the volunteer grandparent project is outlined in terms of volunteer service, personal satisfaction, communication with children, problem solving, arts and crafts, field trips, reading with children, cooking activities, and sharing experiences. Also included is a guide for the training coordinator, which identifies discussion groups, classroom observation, curriculum workshops, group supervision, and resource guides as approaches for training senior citizens. Three sequential learning experiences, detailing learner objectives and activities, are included for the following areas: cooking, children's literature, and pretend play. (BJD)

ED 235 920 PS 013 939

Armfield, Marge
Getting a Head Start on Prewriting Skills.
Nebraska Univ. Medical Center, Omaha. Meyer Children's Rehabilitation Inst.
SPONS. AGENCY- Office of Child Development (DHEW), Washington, D.C.
PUB DATE- May 77
GRANT- OCD-85-320-123-01
AVAILABLE FROM- Resource Center for Handicapped Children, Meyer Children's Rehabilitation Institute, 444 South 44th Street, Omaha, NE 68131 ($5.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Disabilities; Handwriting; *Learning Activities; *Perceptual Motor Coordination; *Preschool Children; Preschool Education; *Prewriting; *Psychomotor Skills
IDENTIFIERS- Nebraska; Project Head Start

Although handwriting should not be formally taught in the preschool years, teachers can help children develop visual motor integration and other related skills required for writing. The activities suggested in this manual, while neither new nor different, are presented in a simple step-by-step form designed to facilitate success. Exercises focus on (1) crossing the midline, (2) development of the pincer grasp, (3) development of hand coordination, (4) development of finger dexterity, (5) hand preference, (6) development of eye-hand coordination, (7) development of visual tracking skills, (8) development of visual perception skills, (9) managing scissors, (10) using writing tools, (11) sequential marking activities for horizontal and vertical lines, (12) sequential activities for making circular strokes, (13) sequential activities for making slant lines, (14) printing an initial, (15) special helpful hints for the handicapped. Reference materials to help teachers generate more ideas are also provided. (RH)

ED 235 948 RC 014 383

Arnold, John David
The Portable Practical Educational Preparation: The History of a Process, 1967-1981.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC16 Plus Postage.
PUB TYPE- Historical Materials (060) Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTIONS- Adult Education; American Indian Education; Delivery Systems; Economically Disadvantaged; Foreign Countries; Housing; Indigenous Personnel; *Migrant Workers; Mobile Educational Services; *Organizational Development; *Outreach Programs; Quality of Life; Rural Education; *Rural Population; Self Actualization; *Self Help Programs; *Social Services; Teaching Methods
IDENTIFIERS- Arizona; Community Based Education; Mobile Service Delivery; *Portable Practical Educational Preparation Inc AZ; Yaqui (Tribe)

From its inception in 1967 to the end of fiscal 1981, Portable Practical Educational Preparation, Inc. (PPEP), grew from a 1-bus school on wheels to Arizona's largest multifunded non-profit service agency. The self-help organization serving Arizona's rural and migrant poor grew through three phases. During the 1967-1969 contact phase, PPEP staff and community-based workers established an itinerant schedule and built an atmosphere of trust among rural clients in four counties. During the 1969-1970 involvement phase, PPEP expanded its itinerant circuit, organized local community councils to discover its clients' needs and priorities, and formally established its structure through incorporation. In 1971, PPEP entered a phase of self-actualized community action. PPEP's projects reflected its goals of economic development, community development and redevelopment, emergency assistance, and housing construction. In 1977 PPEP formalized its housing effort by forming the PPEP Housing Development Corporation which had owner-occupied, rental, and other construction and non-construction projects in six counties by 1981. PPEP's services between 1977 and 1981 included transportation, counseling programs (the Rural Intervention Project), consumer education, health programs, alcoholism programs, energy assistance and job training. PPEP's successful practical innovations were exported to seven foreign countries between 1970 and 1980. (SB)

ED 235 990 RC 014 444

Smith, Frederick D.
Factors Involved in Job Satisfaction Among Teachers in the Bureau of Indian Affairs System on the Navajo Reservation.
Bureau of Indian Affairs (Dept. of Interior), Washington, D.C.
PUB DATE- May 77
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Journal Articles (080)
DESCRIPTIONS- American Indian Education; *American Indian Reservations; Elementary School Teachers; *Faculty Mobility; Interviews; *Job Satisfaction; Needs Assessment; *Teacher Attitudes; Teacher Characteristics; Teacher Education; *Teacher Morale; *Teaching Conditions; Work Attitudes
IDENTIFIERS- *Bureau of Indian Affairs Schools; Navajo Reservation

One of the principal problems the Bureau of Indian Affairs (BIA) has in carrying out its responsibility to educate Indian children is the high turnover rate among its teachers; a large proportion of teachers in the BIA school system leave after their first year or second year of work. Teachers at six elementary schools on the Navajo Reservation were interviewed to determine the features they considered rewarding and the drawbacks associated with their place of work. The countryside itself and the cultural characteristics of the children were cited as the most rewarding aspects. Isolation in some form was the major drawback. Long distances had to be traveled for services of any kind. Medical services were not available on the reservation, although the Public Health Service had clinics established there. Because of lack of competition on the reservation there were high prices in the local area for food and automobile repairs. Social life was especially restricted. Job related problems were most frequently concerned with administration. A fourth of those interviewed, all Anglo, were dissatisfied with the BIA's implementation of the Indian Preference Policy; they felt some Indians were given preference for jobs for which they were not fully qualified. The BIA reward structure is complicated by the need for substantial documentation and reward is not given consistently enough to affect teacher attitudes. Recommendations to increase level of satisfaction among BIA teachers conclude the report. (DS)

ED 236 018 SE 043 297

Osborne, Roger; And Others
Toward Solutions: The Work of the Chemistry Action-Research Group. Learning in Science Project. Working Paper No. 35.
Waikato Univ., Hamilton (New Zealand).
PUB DATE- 81
AVAILABLE FROM- University of Waikato, Science Education Research Unit, Hamilton, New Zealand.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142) Reports - Research/Technical (143)
DESCRIPTIONS- *Chemical Reactions; Chemistry; Comprehension; *Concep Formation; Concept Teaching; *Curriculum Development; Elementary School Science; Elementary Secondary Education; Learning; Material Development; Matter; Science Activities; Science Education; *Scienc Instruction; Scientific Concepts; *Secondary School Science; Teaching Methods
IDENTIFIERS- *Learning in Science Project; *New Zealand; Science Education Research

In the action-research phase of the Learning in Science Project, four groups of people worked on problems identified in the project's second (in-depth) phase. The Chemistry Action-Research Group considered problems related to the teaching and learning of ideas associated with particles and physical/chemical changes. Based on findings during the in-depth phase, three units were developed, each unit containing: (1) information on children's and scientists' ideas related to phenomena considered in the unit; (2) a survey to help teachers clarify their own views and to establish views of students in their classrooms; and suggested teaching activities designed to modify children's views to help them make more sense of their world. The first unit ("Burning") focuses on the burning of a candle. The second unit ("Reactions") examines a range of phenomena, each of which involves a chemical reaction. The third unit ("Heating and Cooling") considers what happens when things are heated and introduces a simple particle model to explain what is happening. Each of the units was then field tested. Results of the testing for the "Burning" and "Heating and Cooling" units are presented and discussed, focusing on the extent to which children's views changed before and after the unit. (JN)

ED 236 032 SE 043 313

Happs, John C.

Mountains. Science Education Research Unit. Working Paper No. 202.

Waikato Univ., Hamilton (New Zealand).
PUB DATE- Mar 82
AVAILABLE FROM- University of Waikato, Science Education Research Unit, Hamilton, New Zealand.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142) Reports - Research/Technical (143)
DESCRIPTIONS- Comprehension; *Concept Formation; *Curriculum Development; *Earth Science; Elementary School Science; Elementary Secondary Education; Interviews; Learning; Science Education; *Science Instruction; *Secondary School Science
IDENTIFIERS- *Learning in Science Project; Mountains; *New Zealand; Science Education Research

The Learning in Science Project has adopted the view that science teaching might be improved if teachers can be given some appreciation of students' views of the world and the beliefs, expectations, and language that learners bring to new learning situations. This investigation compares and contrasts views that children and scientists have on landforms, particularly on two New Zealand mountains (Mounts Egmont and Cook). Individual interviews were conducted with 37 students during which they observed colored photographs of various, well-known New Zealand landforms and described what they saw. Questioning was then directed toward eliciting their ideas concerning processes behind the appearances of the two mountains. Sample responses are presented related to such questions as: What is a mountain? Is Mount Egmont a volcano? When did Mount Egmont appear? How do volcanoes develop? What is a range? How did Mount Cook develop? Responses indicate that children/adolescents hold views about the two mountains which are likely to be different from scientifically accepted ideas. For example, approximately 63 percent were not aware that Mount Egmont has the potential to erupt again. In addition, the majority of students had not attained an appreciation of plate tectonics, even at an elementary level of understanding. (JN)

ED 236 061 SO 014 854

Thomas, Paul F.
Earth-Sun Relationships: Latitude, Longitude and Time.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Geographic Materials (133) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Concept Teaching; Definitions; *Earth Science; Fundamental Concepts; *Geography Instruction; High Schools; Learning Activities; *Map Skills; *Time Perspective; Units of Study
IDENTIFIERS- *Latitude; *Longitude; PF Project

High school students learn about the sun's effects on the earth by examining the concepts of latitude and longitude, seasons, and time. Each of these topics is treated in a separate, but similarly organized, unit. Relevant vocabulary is introduced, and complex terms are clarified with diagrams and illustrations. In the unit on time, potentially confusing concepts such as standard time and the International Dateline are given extra attention. Each lesson features a set of application problems, including drawing exercises, to measure students' understanding of the material. A special section of more difficult questions is provided for use with advanced classes. Answer keys, with explanations, are included. (LP)

ED 236 104 SO 015 151

Der-Karabetian, Aghop; And Others
Nationalism and Worldmindedness: Japanese Versus American Comparison.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- College Students; Comparative Analysis; *Cross Cultural Studies; Cultural Differences; Cultural Interrelationships; Foreign Countries; *Global Approach; Group Unity; *Nationalism; Political Attitudes; Political Influences; Social Science Research; Sociocultural Patterns
IDENTIFIERS- *Japan; *United States; World Order

Nationalism and worldmindedness are social cognitions that have both culture-unique and culture-universal aspects. To compare cross-cultural manifestations of these 2 sentiments, 270 Japanese and 210 American university students in Tokyo and Los Angeles answered questions on national resources, self-sufficiency and interdependence, communication, global priorities, world government, and war. Japanese and Americans were chosen for this comparison because while both countries are technological, affluent societies, they differ in geopolitical status, degree of global interdependence, and societal makeup. Findings revealed that nationalistic feelings coexisted with worldmindedness in both groups but that their different manifestations reflected national political and social realities. For example, although both groups valued the United Nations and war prevention efforts, more Japanese expressed identity with a global community while more Americans felt that war was inevitable. Also, although both groups expressed love of country, Americans put stronger emphasis on fighting for their country right or wrong. The strong showing of worldmindedness by Japanese is explained by World War II and its aftermath--the effects of Hiroshima, demilitarization, and resource dependence. The paper includes a tabulation of survey results. (LP)

ED 235 758 HE 016 745

Carter, Holly M.
Making It in Academia: Gurus Can Get You There?
PUB DATE- Mar 82
AVAILABLE FROM- Center for Asian Studies, Northeastern University, Boston, MA 02115.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Academic Rank (Professional); *Career Ladders; *Employed Women; Employment Level; Faculty Promotion; *Females; Helping Relationship; Higher Education; *Interprofessional Relationship; *Mentors; *Minority Groups; Power Structure; Racial Bias; Racial Discrimination; Sex Discrimination; Sex Stereotypes; Social Discrimination; Women Faculty

The importance of a mentor relationship in academia, especially for minorities and women, is discussed. After briefly considering the nature of the mentor relationship, the structure and function of success in academia are assessed, and variations of the mentor relationship that may be viable for minority and women faculty are suggested. Two views expressed in the literature concerning the mentor-protege relationship are that institutional barriers have precluded the advancement of minority and women academics both at an institutional level and within their disciplinary field; and that the minority and women professionals do not advance in their work because of their internal psychological factors. The literature also suggests that the mentor-protege relationship functions best when both parties share common values, goals, and perceptions about the world. Some women and minorities who have reached top ranks are not available to be mentors because they see the relationship as paternalistic/matriarchal or as promoting dependency, or because they feel junior professionals should work hard and make it on their own. Attention is also directed to options for providing access to the mentor relationship and for the passage from protege to colleague status. (SW)

ED 235 772 IR 010 837

Worth, Vincent
Empire State College/State University of New York Center for Distance Learning. A Case Study. DERG Papers Number 7.
Open Univ., Walton, Bletchley (England). Distance Education Research Group.
PUB DATE- Nov 82
AVAILABLE FROM- Distance Education Research Group, The Open University, Walton Hall (Room 229, M Block), Milton Keynes, MK7 6AA, England. (2.00 British pounds postpaid).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Case Studies; College Faculty; *Curriculum Development; Delivery Systems; *Distance Education; *Educational Planning; Higher Education; Instructional Innovation; Material Development; *Student Characteristics; Student Organizations; *Student Personnel Services
IDENTIFIERS- *Center for Distance Learning NY; New York; State University of New York Empire State College

This case study describes the Center for Distance Learning (CDL) from the viewpoint of a visitor from the Open University in Great Britain who served as CDL director during 1980/1981. The area, population, economy, and communications of New York State are profiled, as well as the structure of its educational system, including higher education. Origins of the CDL are discussed as it evolved within the context of Empire State College, which was founded in 1971 to provide new educational opportunities for New York residents and to make higher education available to a wider, more diverse student population by using alternative, innovative instructional methods. Additional sections provide information on the students, faculty, academic programs (degree-program planning and curriculum/courses), course design and production, delivery system, student support services, evaluation, student administration and progress, organization and decision making, and cost structure.

Conclusions note the increasing number of CDL students and discuss some additional staff problems. Included are an 18-item reference list, Empire State College location map, CDL headcount and full time equivalent enrollment data, and sample student forms. (LMM)

ED 235 831 IR 050 489

Cohen, Ann E.
Temple Israel Library Manual: A Handbook on Processing Procedures for the Non-Professional.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTIONS- *Cataloging; Check Lists; *Classification; Guidelines; Library Circulation; *Library Technical Processes; *Library Technicians; Records (Forms); *Special Libraries; *Volunteers
IDENTIFIERS- Library Procedures; *Synagogue Libraries

Intended for use by volunteer library workers and others with no professional library training, this manual presents guidelines for operating a small church or synagogue lending library and presents detailed instructions for processing and cataloging synagogue library material. It is noted that the manual was created when the library at Temple Israel in Binghamton, New York, was converted to a lending library for the congregation. Checklists are provided covering proper uses of the library; recommended opening hours; the duties of the library attendant; and circulation, overdue, and donation policies. Extensive instructions are then presented for processing and cataloging fiction, nonfiction, biographies, and reference material by using a simplified Dewey Decimal classification number taken from the Library of Congress cataloging in publication information, or by using other specified simple classification methods. Sample book pockets, book cards, book plates, spine labels, shelf list cards, author cards, title cards, and subject cards are provided. (Author/ESR)

ED 235 935 RC 014 319

Keys to School Boardsmanship Project. Rural Education Program Final Report.

Northwest Regional Educational Lab., Portland, Oreg.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.

PUB DATE- 30 Nov 82

CONTRACT- NIE-400-80-0105

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTIONS- Adult Education; *Board of Education Role; Information Dissemination; Leadership Training; Material Development; *Organizational Effectiveness; Professional Associations; Program Design; Program Development; Program Evaluation; Regional Programs; *Rural Schools; *Staff Development; *Team Training; *Workshops

IDENTIFIERS- *Keys to School Boardsmanship Project; National School Boards Association; State Associations; United States (Northwest)

Beginning in 1978, the Rural Education Program at the Northwest Regional Educational Laboratory developed materials of the Keys to School Boardsmanship Project for local school boards, including 13 workshop packages and 2 films. A policy board, with members from the five northwest state associations of local school boards, defined topics to be developed. Workshop products were devised, field tested, reviewed by users and experts, and revised in accordance with recommendations. Resulting workshops were entitled Board/Administrator Relations; Building Bridges: School Board Members' Political Roles; Communicating with the Community; Conflict: Alternatives To Blowing a Fuse; Effective School Board Meetings; The Educational Management Team; Policy Development (including a film); Policy Is Power; Program Evaluation: School Board Roles; What Do School Boards Do?; School Board Self-Assessment; School Improvement: A Critical Function of School Boards; and Teamwork: The Board and Superintendent in Action (including a film). A "product inventory" describes rationale, objectives/outcomes, instructional methods, materials, time requirements, uses/variations for each workshop. Use of the Keys series was implemented in the northwest states and several other states. The Keys programs were also introduced and demonstrated to personnel and administrators of state associations of local school boards outside the northwest. Workshop services were provided to over 6,000 school board members. (MH)

ED 235 963 RC 014 403

Ahngasuk, Margaret; And Others
Inupiaq Cultural Enrichment Program. Junior High-High School.
North Slope Borough School District, Barrow, AK. Inupiat Materials Development Center.
SPONS. AGENCY- Alaska State Dept. of Education, Juneau.
PUB DATE- 79
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Alaska Natives; American Indian Culture; *American Indian Education; *Cultural Activities; Cultural Enrichment; Lesson Plans; Outdoor Education; *Relevance (Education); Secondary Education; *Vocabulary Development
IDENTIFIERS- Alaska; Inupiaq (Language); *Inupiaq (Tribe); *Survival Education

Part of a project to teach Inupiaq culture and language, the teacher's guide contains 18 lessons about survival. The lessons focus on survival on ice, water, and land; hunting gear; fall and early winter weather; emergency shelters; landmarks; traditional clothing; land and water transportation; first aid; search and rescue; sewing; traditional food preparation and preservation; land and sea animals; maintenance and repair of snowmachines and outboard motors; and navigation by natural environment compass. Each lesson is presented in tabular form and contains five activities. For each activity the table contains a list of new Inupiaq vocabulary, a brief paragraph describing the activity, possible resources, and a reference to teaching materials. At the end of each lesson is a form for the teacher to evaluate the lesson, note whether the objectives were taught and were important, and indicate necessary changes. (SB)

ED 235 977 RC 014 420

Thomas, Monica, Ed.
Economic Education Experiences of Award Winning Alaska Teachers.
Alaska Univ., Fairbanks. Council on Economic Education.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Alaska Natives; Budgeting; Conservation Education; Course Objectives; *Economics Education; Elementary Secondary Education; Evaluation Methods; Investment; Long Range Planning; Marketing; *Money Management; *Program Descriptions; Program Evaluation; *Recruitment; Recycling; Resource Staff; *Student Attitudes; Student Participation; Student Projects; *Teacher Developed Materials
IDENTIFIERS- *Alaska; Alaska (Fairbanks); Apartments; Rental Property; Tlingit (Tribe)

Award-winning economic education projects devised by Alaska teachers included three elementary (K-6) projects and three second level (7-12) ones. Faith Greenough's students (Chinook Elementary School, Anchorage) compared Tlingit traditional and market economies in Alaska, so economics became an integrated part of elementary instruction. Marie Olsen (Fort Yukon School) used a classroom store, "Fairyland Market," to help children understand economic concepts and the function of money, be aware of effects of advertising and the importance of making choices and practice math and language skills. Phil Logan's Gladys Wood Aluminum Can Company (Gladys Wood Elementary School, Anchorage) collected aluminum cans to sell for recycling, with goals of teaching economic concepts through practical business activities, emphasizing the work ethic, earning money, and promoting conservation awareness. Charles Mattioli (Ben Eielson High School, Fairbanks) taught students financial planning through study of inflation, investment options, taxes, insurance, and investment planning. Joyce Muehlenbach-Ower (East Anchorage High School) concentrated on housing rental to teach basic economic concepts, survival skills, and costs of economic independence. Marcia Keyes and Linda Thibodeau (Ryan Junior High School, Fairbanks) created an imaginary crisis that cut Fairbanks off from the world, to introduce students to the Fairbanks and Alaska interior economies. (MH)

ED 236 005   SE 043 264

Mechling, Kenneth R.; Oliver, Donna L.
What Research Says about Elementary School Science. Handbook IV. Project for Promoting Science among Elementary School Principals.
National Science Teachers Association, Washington, D.C.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- 83
GRANT- SER-8160347
AVAILABLE FROM- National Science Teachers Association, Special Publications, 1742 Connecticut Avenue, NW, Washington, DC 20009 (set of 5, $15.25).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Administrator Role; Basic Skills; Competition; Cooperation; Elementary Education; *Elementary School Science; Inservice Teacher Education; Leadership; Principals; *Program Improvement; Questioning Techniques; *Reading Readiness; Science Course Improvement Projects; Science Education; *Science Instruction; *Science Programs; *Skill Development
IDENTIFIERS- *Science Education Research; Wait Time

Several research studies that can provide direction for improving elementary school science programs are highlighted. Selected results are summarized and suggestions given to elementary school administrators for translating research into action in their schools, action which can lead to improved teaching and learning in science. Studies are presented and discussed in seven sections, the first five sections focusing on: (1) current practices in elementary science; (2) the relationship of research and education; (3) the importance of the principal's leadership; (4) enhancing basic skills through science instruction; and (5) increasing performance with activity-based science, improving reading readiness, and effectiveness of hands-on science. Studies summarized in the sixth section focus on: the importance of the principal's leadership role; effective in-service programs; questioning and wait-time; the effects of student cooperation versus competition; developing positive attitudes toward science; the benefits of and strategies to develop critical thinking skills; what happened to National Science Foundation curricula; and exactly what is being taught in science (suggesting that principals find out what is being taught, at what grade levels, and for how long). The final section presents major conclusions and recommendations. One conclusion is that science programs based on manipulative materials are especially helpful in building reading/language readiness levels in elementary students. (JN)

ED 236 076 SO 015 060

Social Studies Curriculum Guide: Grade One-Grade Seven. Revised.
British Columbia Dept. of Education, Victoria. Curriculum Development Branch.
REPORT NO.- ISBN-0-7719-9078-2
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Area Studies; Basic Skills; Canada Natives; Community Study; Course Content; *Curriculum Development; Educational Objectives; Educational Philosophy; Elementary Education; Evaluation; Family Life; Junior High Schools; Questioning Techniques; Skill Development; *Social Studies
IDENTIFIERS- Canada

The following major adjustments called for by the British Columbia Social Studies Assessment of 1977 are reflected in this elementary-junior high school guide: a broader interpretation of social studies; a greater specificity in what is to be taught; a greater emphasis on the study of Canada; a closer match between content and student needs; and a stronger emphasis on teaching students to apply the knowledge they gained to the real world. Social studies courses in grade 1 focus on families; grade 2, communities; grade 3, interaction of communities; grade 4, Canada, its native people and explorers; grade 5, the past, present, and future of Canada; grade 6, Canadians and their world neighbors; and grade 7, people and places. Information provided for each grade level includes: grade focus; grade goals; topics to be examined; the understandings which are derived from basic concepts and from the grade content; sample questions which will require students to apply and extend their knowledge, skills, and understandings; and skills to be developed. There are also discussions concerning the program philosophy and rationale, overall program goals and learning outcomes, program flow, sequence of instruction, and evaluation. The appendix contains an extensive chart outlining the specific skills to be developed in grades 1-11. (RM)

ED 236 090 SO 015 084

Cogan, John J., Ed.; Schneider, Donald O., Ed.
Perspectives on Japan: A Guide for Teachers.
National Council for the Social Studies, Washington, D.C.
REPORT NO.- ISBN-0-87986-045-6; NCSS-Bull-69
PUB DATE- 83
AVAILABLE FROM- National Council for the Social Studies, 3501 Newark St., Washington, DC 20016 ($10.25).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Asian Studies; Comparative Analysis; Comparative Education; *Cross Cultural Studies; *Cultural Awareness; Cultural Background; Cultural Differences; Economic Climate; Elementary Secondary Education; Females; Foreign Culture; Learning Activities; Physical Geography; Resource Materials; Sex Role; *Social Studies
IDENTIFIERS- *Japan

Provided are some perspectives, ideas, and resources for teaching about Japan and the Japanese. A major objective is to provide an opportunity for K-12 students to study a culture that can be both compared and contrasted to their own. Following an introduction, which provides a rationale for teaching about Japan, there are three major parts. "Japan from a Japanese Perspective" is the focus of part 1. Articles, written by Japanese, discuss the geography of Japan, Japan's cultural tradition and its economy, the role of women in Japanese society, and educating for responsible citizenship in Japan. Part 2, "Japan from an Outsider's Perspective," examines its religion and ethical norms, social structure and social relations, geographical isolation, and how it has survived. Part 3 contains elementary and secondary activities and resources for teaching about Japan. The many suggested activities are varied. For example, students complete open-ended statements, analyze photographs, discuss how hypothetical events might affect the United States and themselves as individuals, participate in classroom discussions, analyze data, and create a slide presentation. Resource materials discussed include resources found in our own backyard, free materials, university-based outreach services and museums, specialized groups, publications, and travel. (RM)

Goodlad, John I.
A Place Called School. Prospects for the Future.
REPORT NO.- ISBN-0-07-023626-7
PUB DATE- 84
AVAILABLE FROM- McGraw-Hill Book Company, 1221 Avenue of the Americas, New York, NY 10020 ($18.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Information Analysis/State-of-the-Art Materials (070) Books (010)
DESCRIPTIONS- Access to Education; Classroom Environment; Curriculum Development; *Educational Change; *Educational Improvement; *Educational Quality; Educational Research; Elementary Secondary Education; Futures (of Society); Outcomes of Education; *Public Schools; Public School Teachers; School Community Relationship; *School Effectiveness; Teacher Effectiveness; Teaching Methods; Time on Task
IDENTIFIERS- *Study of Schooling (A)

Suggestions are made in this book for making significant improvements in the schools. Based on "A Study of Schooling," an extensive on-the-scene investigation of classrooms across the country, the suggestions for significant improvement begin with the premise that the schools must be redesigned piece by piece. All aspects of schooling are considered, including curriculum, school/community relations, quality of teaching, time spent by students on a task, and instructional methods. Chapter 1 provides an introduction to the study. Chapters 2-8 analyze and discuss data collected from "A Study of Schooling." Topics include: goals of education; academics; classrooms; access to knowledge; teachers and teaching; what schools and classrooms teach; and institutional differences. The 9th and 10th chapters expand upon the suggestions offered in the previous sections. It is noted that these recommendations, and the values they espouse, "may differ markedly" from those of readers. Appendixes list references and personnel involved. (CJ)

ED 235 744 HE 016 724

Flake, Sandra Dylla; Read, Sherry

PEP IV Commanding English: General Colleges's 1981-1982 Program for Southeast Asian Students.

Minnesota Univ., Minneapolis. General Coll.

PUB DATE- Feb 83

AVAILABLE FROM- General College, University of Minnesota, Minneapolis, MN 55455.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTIONS- *Academic Achievement; *Academic Persistence; *Asian Americans; College Credits; *College Students; Communication Skills; *Developmental Studies Programs; *English (Second Language); Grade Point Average; Higher Education; Program Descriptions; Reading Instruction; Writing Instruction

IDENTIFIERS- Southeast Asians; *University of Minnesota

The Asian Commanding English (CE) program at the General College, University of Minnesota, which provides coursework in reading, writing, and oral communication to students from Southeast Asia, is described. The program was selected as a model for the development of a retention package specifically directed to the Southeast Asian student population, and became part of the Personalized Education Program. Culturally-relevant offerings and academic support services were also included. Information is provided on completion and retention rates for 1981-1982, by individual program for the CE program. In addition, information for 111 participants is included on: grade point average; credit completion ratios; student retention rates; credit distribution within CE courses, other General College Courses, and courses taken outside General College. It is concluded that, while grades may be slightly inflated, CE students showed substantial success and progress toward receiving degrees by the end of the first year of participation in the Asian Commanding English program. Recommendations for future evaluations, statistical evaluation results, and information on program costs and course schedules are included. (SW)

ED 235 787 IR 010 861

Hortin, John A., Ed.; Teague, Fred A., Ed.
Educational Considerations, Spring 1983.
Kansas State Univ., Manhattan. Coll. of Education.
PUB DATE- 83
AVAILABLE FROM- Business Manager, Educational Considerations, College of Education, Kansas State University, Manhattan, KS 66506 ($4.00 per year; $1.50 for single copies).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Audiovisual Aids; Cognitive Processes; Decision Making; Definitions; *Educational Technology; Illustrations; Instructional Design; Intermode Differences; *Media Research; *Microcomputers; *Research Needs; Visual Stimuli
IDENTIFIERS- *LOGO Programing Language

Crucial, technologically oriented issues currently facing educators are addressed in the following 11 articles: (1) "The Definition of Educational Technology: An Emerging Stability," by Donald P. Ely; (2) "Media Applications to Instruction: Current Theoretical Considerations," by Gerald M. Torkelson; (3) "The Dilemma of Visualized Research: Lack of Practitioner Involvement and Implementation," by Francis M. Dwyer; (4) "Processing Spatial Media," by William D. Winn; (5) "Involving Students in the Instructional Design Process," by John A. Hortin; (6) "Microcomputers: Where Did They Come From? What Will We Do with Them?" by Fred A. Teague and Doug Rogers; (7) "On First Encountering LOGO; Some Questions for Further Research," by Michael J. Streibel; (8) "Instructional Technology and Decision Making," by Robert Heinich; (9) "Educational Technology in the Near-Term Future," by Kent L. Gustafson; (10) "Picture as Visual Text," by Ann DeVaney Becker; and (11) "The Next Decade of Instructional Technology Research," by Richard E. Clark. Most of the articles provide a reference list. (LMM)

ED 235 816 IR 050 473

Rahim, Syed A.
Data-Base for Communication Planning. The Basic and Statistical Data Required for the Elaboration of a Plan for a National Communication System.
Hawaii Univ., Honolulu. East-West Center.
SPONS. AGENCY- United Nations Educational, Scientific, and Cultural Organization, Paris (France).
PUB DATE- Mar 78
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - General (130)
DESCRIPTIONS- Check Lists; *Communications; Developing Nations; *Information Needs; Information Services; Information Sources; *National Programs; *Planning; *Statistical Data; *Systems Development
IDENTIFIERS- Communications Structure

Based in part on a list developed by the United Nations Educational, Scientific, and Cultural Organization (UNESCO) for use in Afghanistan, this document presents a comprehensive checklist of items of statistical and descriptive data required for planning a national communication system. It is noted that such a system provides the vital information component for the mobilization and utilization of matter and energy in the process of development, and that the system includes postal services; telecommunications; radio; television; satellite services; computer telecommunications [illegible] and online databases; libraries and documentation centers; the press; books and other publications; records, cassettes, and videotapes; films and movies; other audiovisuals; popular culture events; organized interpersonal communication, meteorological communication; commercial and trade communication; advertising; and administrative and security communication services. The checklist of information items required for national communication planning is divided into six areas covering societal values, goals, objectives, and institutions; societal context; international context; communication institutional structure; communication technology, resources, and services; and communications future. A statement concerned with the relevance of each of these planning aspects and a discussion of appropriate sources of the required information are provided. Also provided is introductory material on the general planning framework and the social, economic, technological, and international considerations realted to national communication planning. (ESR)

ED 235 845 JC 830 248

Olson, Margot A.; Martin, Diane
Assessment of Entering Student Writing Skill in the Community College.
PUB DATE- Apr 80
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)
DESCRIPTIONS- Academic Achievement; Community Colleges; *Essay Tests; *Holistic Evaluation; Interrater Reliability; Objective Tests; Remedial Instruction; Self Evaluation (Individuals); *Student Placement; Test Reliability; Two Year Colleges; Two Year College Students; *Writing Evaluation
IDENTIFIERS- *Eastfield College TX

In fall 1978, a study was conducted at Eastfield College to determine the desirability of using a writing sample as part of the student assessment and advisement process. At an orientation session attended by 1,643 entering students, an entry-level assessment was conducted, consisting of a writing sample; an objective English composition test; the comprehension subtest of the Nelson-Denny Reading Test, Form D; and a self-assessment. Readers, who had been trained in the method and practice of holistic evaluation, provided recommendations based on the writing samples that students take credit English, developmental writing, or one of two combinations of credit and developmental courses. Based on data analyses performed on the scores of the entire student group and of the subgroup who enrolled in English and/or developmental courses, a study of interrater reliability, and interviews with readers and counselors, study findings included the following: (1) the writing sample was the most stringent placement instrument; (2) 39% of the students received the same recommendation from writing sample and objective test scores, and 35% from writing sample and self-assessment results; (3) 82% of the students followed recommendations to enroll in credit English, and 72% to enroll in developmental writing; (4) the objective test was the best single predictor of credit English grades; and (5) interrater reliability was reasonably high. (LAL)

ED 236 047 SE 043 388

Revitalizing Laboratory Instrumentation. The Report of a Workshop of the Ad Hoc Working Group on Scientific Instrumentation (March 12-13, 1982).

National Academy of Sciences - National Research Council, Washington, D.C.

PUB DATE- 82
AVAILABLE FROM- National Academy of Sciences, Office of Publications, 2101 Constitution Ave., NW, Washington, DC 20418 ($13.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Agencies; *College Science; Electronic Equipment; Federal Aid; *Financial Support; Higher Education; Industry; *Instrumentation; Obsolescence; *Policy Formation; Science Education; *Science Equipment; *Science Laboratories
IDENTIFIERS- National Science Foundation

Scientists/engineers from industry, universities, and government met to: review the status of scientific instrumentation in university research laboratories; explore new approaches to alleviating problems within existing budgetary constraints; and suggest ways for the National Research Council (NRC) to help.

Federal agency, corporate, and university reports are provided in separate sections. Also provided (in appendices) are testimonies on scientific instrumentation presented to the U.S. House of Representatives Subcommittee on Science, Research, and Technology, and letter reports (including one on debt financing of scientific equipment). Although serious problems in providing instrumentation in university research laboratories were recognized, an appeal for major infusion of new federal funds was not seen as the first priority. Rather, it was recognized that there are natural forces at work in the process of allocating resources that tend to drive the university system toward preserving manpower levels at the expense of scientific instrumentation. Because of this fact, such approaches as centralized research facilities, block funding, risk management, and debt financing at universities were considered. Formation of an NRC action group was also considered, recommending that the group draft a statement encouraging a multipronged approach toward two key objectives. These objectives, and mechanisms to achieve them, are discussed. (JN)

ED 236 122 SP 022 939

Harkins, Dorothy; Chrietzberg, Agnes

Project Hearty Heart. A Cardiovascular Fitness Curriculum for First Grade Children.

Eastern Kentucky Univ., Richmond. Dept. of Physical Education.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Cardiovascular System; Exercise; Grade 1; *Health Education; Heart Rate; Lesson Plans; Nutrition Instruction; *Physical Activities; *Physical Education; Physical Fitness; Primary Education; Psychomotor Skills

This physical education and health education curriculum guide, specializing in the healthy heart, is designed for use by both classroom teachers and physical education teachers. Part 1 outlines a physical education curriculum for children in the first grade. Included are a variety of physical education program activities which focus on improving cardiovascular endurance, enhancing basic motor skill development, and increasing levels of strength, flexibility, and balance. Thirty-two activity sessions which feature high energy activity are outlined. Each lesson is presented in three phases: preparing students for the lesson, getting students to work for a continuous 15 to 20 minute period, and reinforcing the concepts presented and providing a cooling down period. Part 2 outlines a health education curriculum focusing on: (1) cardiovascular system; (2) healthy heart exercise; (3) prevention of cardiovascular disease; (4) keeping a hearty heart; (5) help for the hurting heart; and (6) hearty heart nutrition. A report describing research that preceded the development of this Hearty Heart Project is presented in the final section. (JD)

ED 235 860 JC 830 486

Standards of Performance for Community Based Educational Institutions.

Association of Community Based Education, Washington, DC.
SPONS. AGENCY- Carnegie Corp. of New York, N.Y.
PUB DATE- 83
AVAILABLE FROM- Association for Community Based Education, 1806 Vernon Street, NW, Washington, DC. 20009 ($8.00; $25.00 for series of three).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Administrative Organization; *Administrative Principles; Adult Education; Community Development; *Community Education; *Community Schools; *Educational Principles; Information Needs; Management Information Systems; Organizational Objectives; Outcomes of Education; Postsecondary Education; *School Community Relationship; *Standards
IDENTIFIERS- *Community Based Education

Developed by member institutions of the Association for Community Based Education, this booklet identifies the performance standards and indicators of quality that apply specifically to community based, postsecondary institutions. The standards are grouped in four major sections, and each is followed by a brief rationale. Part I, covering mission and goals, presents standards related to mission statements; awareness and use of these statements; the development and review process; the linkage of individual and community development; and key issues such as economic development, constituency, and cooperative relationships. Part II focuses on organizational factors, including governance, administration, fiscal and personnel management, planning, community relations, and communications. Part III deals with programs and outcomes, addressing program design, the learning process, learning content, program support, and evaluation. Finally, part IV details standards related to information management, considering management information systems and categories of information such as learner characteristics, staff, governing boards, program characteristics, financial resources, fundraising, the community, and interorganizational arrangements. (LAL)

ED 235 875 PS 013 720

Grey, Eleanor

Children in the UK: Signposts to Statistics.

National Children's Bureau, London (England).
REPORT NO.- ISBN-90281-720-5
PUB DATE- 82
AVAILABLE FROM- National Children's Bureau, 8 Wakley Street, London EC1V 7QE, England.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050) Reference Materials - Directories/Catalogs (132)
DESCRIPTIONS- *Adolescents; *Children; Early Childhood Education; Elementary Secondary Education; Family Characteristics; Foreign Countries; Health; *Resource Materials; Statistical Data
IDENTIFIERS- *United Kingdom

This guide indicates statistical sources in the United Kingdom dealing with children and young people. Regular and occasional sources are listed in a three-column format including the name of the source, a brief description, and the geographic area to which statistics refer. Information is classified under 25 topic headings: abortions; accidents; adoption; alcohol, drugs, and smoking; births; child abuse; children in care; children's hearings; crime; day care and playgroups; divorce; education; ethnic minorities; family structure; financial circumstances; handicapped children; health; hospitals; housing; mortality statistics; personal social services; population; unemployment; working mothers; and youth activities. A composite bibliography and an address list of nongovernmental organizations concerned with statistics are included. A publication timetable, indicating the order of publication for 1981 census topic volumes, and a chart showing the number of children and young people in the United Kingdom in 1980 are also appended. (BJD)

ED 235 905 PS 013 917

Cotten-Huston, Annie L.; Lunney, G. Sparks
Young Children's Attributions: Pink and Blue Are for Adults Only.
PUB DATE- Aug 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Adults; *Age Differences; *Attribution Theory; Comparative Analysis; Competition; *Sex Differences; *Young Children

The present study compares the attributions of young children 5 to 6.5 years of age with those of adult subjects 20 to 30 years of age, who were engaged in the same competitive situation. It was hypothesized that sex differences would occur in the sample of adults but not in the sample of children. Believing outcomes to be determined by either chance or skill, 192 subjects competed against each other in pairs, using an electronic game designed by the experimenters. Actually, outcomes were controlled. Poker chips were wagered prior to each trial game, and subjects competed against a same- or other-sex competitor. Outcome measures, in addition to win/lose, included an analysis of bets across trials, skill/chance conditions, and subjects' responses to a series of questions concerning their own and others' performances. Results revealed significant sex differences in the patterns of adult subjects that were not found in those of the children. Outcome, sex of subject, and sex of opponent affected significantly both bets and attributions of adults; skill/chance perceptions of the game produced no significant effects. (Author/RH)

ED 235 921 PS 013 941

Salabarria, Elina
Learning English through Art in the Elementary School.
PUB DATE- Jun 82
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTIONS- *Art Activities; Classroom Research; *Concept Formation; Hispanic Americans; *Immigrants; *Kindergarten Children; *Multisensory Learning; Pretests Posttests; Primary Education; *Second Language Learning

A practicum program using art activities to help eight Hispanic immigrant kindergarten children learn English was developed and implemented over a period of 10 weeks. Rather than relying on one learning mode, program designers used activities to stimulate visual, auditory, kinesthetic, and tactile senses in order to teach color, relative length, relative size, number, relative amount, shape, and line concepts. A pretest and posttest were administered at the beginning and end of the implementation. Results revealed a mean gain of 40 percent in English vocabulary, a mean gain of 40 percent in command of the grammatical constructions of the English language, and a mean gain of 30 percent in English pronunciation. Students' total scores improved. In addition, staff interviewed at the conclusion of the implementation period commented favorably on students' improved oral language skills, visual-receptive skills, and social compatibility. (Author/RH)

ED 235 949 RC 014 384

Cain, Robert D., Jr.
Rural Intervention Project: An Empirical Assessment.
Associates for Youth Development, Inc., Tucson, AZ.
SPONS. AGENCY- Department of Justice, Washington, D.C. Office of Juvenile Justice and Delinquency Prevention.
PUB DATE- Jun 78

LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Adolescents; Community Development; Community Resources; *Community Services; *Delinquency Prevention; Delivery Systems; Inservice Education; Intervention; Management by Objectives; Parent Participation; Poverty Areas; *Problem Solving; Program Evaluation; Rural Areas; Rural Population; *Rural Youth; *Staff Development
IDENTIFIERS- *Arizona (Pima County); Portable Practical Educational Preparation Inc AZ; *Rural Intervention Project AZ

The Rural Intervention Project was intended to reduce status offenses and delinquent behavior by youths and to increase the opportunities for positive youth involvement by providing problem solving services to the youth and families of rural Pima County, Arizona. Begun by Portable Practical Educational Preparation, Inc. in 1978 and operating on a first-year budget of $50,672, the project employed a staff of three intervention counselors who offered individual and family counseling, crisis intervention, information and referral for clients needing services, consulting, and community development services. The well-implemented project was welcomed as a needed resource in the rural areas it served and the volume of service activity exceeded anticipated first-year levels. Because the volume increased as more people became aware of the project, decisions about staff use and management were necessary. An independent consultant evaluated the project and offered improvements. Recommendations included using a simplified management-by-objective approach to planning, managing, and documenting project activites; establishing the project's role as a delinquency prevention/youth development resource in the county; developing significant youth and parent involvement in project planning, operation, and evaluation; and developing an ongoing in-service staff development program. (SB)

ED 235 991 RC 014 446

Powers, Stephen; Rossman, Mark H.
Attributional Factors of Native American and Anglo Community College Students.
PUB DATE- Nov 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)

DESCRIPTIONS- *Academic Achievement; Academic Aspiration; *Academic Failure; American Indian Education; *American Indians; *Anglo Americans; Attribution Theory; *College Students; Community Colleges; Failure; Higher Education; Locus of Control; *Student Attitudes; Student Motivation; Success
IDENTIFIERS- Multidimensional Multiattributional Causality Sc

Attributions for school success and failure were examined among 112 Native American and 99 Anglo students at a large, urban multi-campus community college system in the Southwest, by using the Multidimensional-Multiattributional Causality Scale. All subjects were in remedial reading classes; 48% were male and 52% were female. Mean age was 24.1, with a range from 17 to 49 years. Also, the Achievement Motivation Scale was randomly administered to 102 students (56 Native Americans, 46 Anglos), and the Academic Expectancy Scale to 109 students (56 Native Americans, 53 Anglos). Native Americans attributed their school achievement more to effort than did Anglos, and attributed school failure more to lack of effort than did Anglo students. Native Americans who attributed their success to ability tended to be more achievement-motivated. Those with greater expectancy of success were those who attributed their school success to their effort. A greater attribution of failure to lack of effort may result in greater frustration for Native Americans than for Anglos. Although effort is modifiable, continued low achievement coupled with a greater attribution to lack of effort may result in lack of motivation and lowered expectancy of success. (MH)

ED 236 019 SE 043 298

Schollum, Brendan; And Others
Burning. A Resource Unit for Teachers. Learning in Science Project. Working Paper No. 36.
Waikato Univ., Hamilton (New Zealand).
PUB DATE- Nov 81
AVAILABLE FROM- University of Waikato, Science Education Research Unit, Hamilton, New Zealand.
LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142) Reports - Research/Technical (143) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Chemical Reactions; Comprehension; *Concept Formation; Concept Teaching; *Curriculum Development; Elementary School Science; Elementary Secondary Education; Heat; Learning; Science Activities; Science Education; *Science Instruction; Scientific Concepts; *Secondary School Science; Teaching Methods
IDENTIFIERS- *Learning in Science Project; *New Zealand; Science Education Research

This unit consists of four parts. Part 1 contains a five-item instrument designed to help teachers clarify their own views about "burning." Part 2 discusses scientists' views about burning and lists answers to the survey instrument presented in part 1. Part 3 contrasts scientists' views with children's views, using children's comments obtained during the in-depth phase of the Learning in Science Project. Part 4 presents several teaching activities designed to help children modify their views of concepts related to "burning." Activities include: (1) observing a burning candle; (2) investigating the yellow part of a flame; (3) examining the dark, inner part of a flame; (4) investigating candle wax; (5) discovering what happens to wax when a candle burns down; (6) determining if air is needed to burn things; (7) demonstrating that air is used in burning; (8) and determining what is formed when a candle burns. Three extension activities, answers to questions, and an outline of the activities with suggested sequence (in flowchart format) are included. (JN)

ED 236 033 SE 043 314

Happs, John C.
Glaciers. Science Education Research Unit. Working Paper No. 203.
Waikato Univ., Hamilton (New Zealand).
PUB DATE- Mar 82

AVAILABLE FROM- University of Waikato, Science Education Research Unit, Hamilton, New Zealand.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142) Reports - Research/Technical (143)
DESCRIPTIONS- Comprehension; *Concept Formation; *Curriculum Development; *Earth Science; Elementary School Science; Elementary Secondary Education; Interviews; Learning; Science Education; *Science Instruction; *Secondary School Science
IDENTIFIERS- Glaciers; *Learning in Science Project; *New Zealand; Science Education Research

The Learning in Science Project has adopted the view that science teaching might be improved if teachers can be given some appreciation of students' views of the world and the beliefs, expectations, and language that learners bring to new learning situations. This investigation compares and contrasts views that children and scientists have on several aspects of glaciation in New Zealand. Individual interviews were conducted with 37 students during which they observed colored photographs of various, well-known New Zealand landforms (including scenes of the Tasman glacier and Milford Sound, a glaciated landform) and described what they saw. Questioning was then directed toward eliciting their ideas concerning processes behind the two glacier phenomena. Sample responses are presented related to such questions as: What is a glacier? Do glaciers move? What is the depth of glacial ice? What is a moraine? How did Milford Sound originate? What is the nature of the water in Milford Sound? Responses indicate that the majority of students do not realize that glaciers are bodies of ice which have a tendency to move and that they are unaware of the major erosional properties associated with glaciers. (JN)

ED 236 062 SO 014 855

Alperowicz, Cynthia
Fighting TV Stereotypes. An ACT Handbook.
Action for Children's Television, Newtonville, MA.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Affirmative Action; *Black Stereotypes; *Childrens Television; Commercial Television; Cultural Images; Elementary Secondary Education; Ethnic Groups; *Ethnic Stereotypes; *Minority Groups; *Programing (Broadcast); Public Television; Racial Balance; Reference Groups; Role Models; Role Perception; *Sex Stereotypes; Television Commercials; Television Research; Television Viewing
IDENTIFIERS- PF Project; *Television Criticism; Television Networks; Television Role

Suitable for classroom use, the handbook promotes public awareness of the need to provide more positive role models and fewer negative stereotypes on children's television. Each section contains photographic examples and quotations by members representing organizations such as Black Endowment Television, the National Association for the Advancement of Colored People (NAACP), the Chicano Coalition of Los Angeles, The Gray Panthers, the National Council of Negro Women, and the National Black Media Coalition. The handbook presents research indicating that proportional representation of racial minorities, women, handicapped people, and the elderly in TV comedies and dramas has actually declined over the last decade despite the fact that minorities are the fastest growing segment in the population. A look at what is wrong with the way minorities are depicted on the screen extends into a discussion of stereotyping in advertising. Statistical evidence that minorities and women are underrepresented in the ownership and control of the media is presented. Examples of networks, programs, and alternative technologies are given which offer hope that children's television of the future will do a better job of putting diversity in programming. Affirmative action efforts to promote policies aimed at encouraging minority ownership of TV stations, and the hiring and advancement of women and minorities are noted. In addition, fourteen steps for changing the system and improving TV messages are outlined. (LH)

ED 236 105 SO 015 152

Dynneson, Thomas L.
Eleven Propositions for Innovative Research in Social Studies: An Anthropological Approach to Learning and Teaching.
PUB DATE- Nov 83
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Educational Anthropology; Educational Theories;
Elementary Secondary Education; Learning Motivation; *Learning Processes; Social Science Research; *Social Studies; *Teaching Methods

Social studies educators are encouraged to apply anthropological research to their understanding of classroom dynamics and the learning process. In 11 propositions, the contributions of anthropology to more effective teaching are explored. For each of these propositions, there are a number of relevant research questions to guide classroom evaluation. The propositions examined are: (1) learning and teaching are part of cultural transmission, (2) human and animal learning are different, (3) social studies learning is a process of sending and receiving, (4) social studies learning is both active and passive, (5) a child learns about his culture through natural discovery, (6) information must be perceived as useful before it is learned, (7) social studies helps students understand their social system, (8) subculture knowledge is useful in understanding student motivation, (9) social relations influence instruction, (10) learning is an evolutionary process necessary to human life, and (11) traumatic experience increases information retention. (LP)

ED 235 890 PS 013 893

Wolfe, David A.
Early Intervention Methods for Child Abuse Prevention.

PUB DATE- Aug 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Child Abuse; Early Experience; *Early Parenthood; *Infants; Longitudinal Studies; Models; *One Parent Family; *Parent Education; Prevention; Therapists
IDENTIFIERS- *Early Intervention Programs; Toddlers

A longitudinal study was made of a prevention-oriented early intervention program intended to help parents who had insufficient and inappropriate childrearing abilities. The program was designed for young parents with fewer than 5 years of childrearing experience; participants were referred from a child protection agency following investigation of inadequate child care. Parents were usually single females in their late teens and early twenties who had completed 1 year of secondary education and who received public aid. Their children were infants or toddlers who often showed some decrement in developmental progress. An eclectic, developmental, interactive research model was conceived to form the foundation for research and intervention goals and procedures. The model included prenatal, postnatal, infancy, and early childhood factors related to the prevention and occurrence of child abuse. After initial assessment of parent and child, parents individually received training involving positive reinforcement, ignoring, commands, and appropriate punishment in accordance with their needs and the developmental levels of their children. Therapists also trained parents in daily activities designed to improve the child's deficiencies and promote adaptive functioning. The treatment design compared the effectiveness of (1) child stimulation training and parent training with (2) parent training alone and (3) provision of agency services alone. Results indicated that participating parents improved in critical childrearing skills and reported fewer childrearing concerns and annoyances. (RH)

ED 236 138 SP 023 170

Dunn, Diana; And Others
Recreation in Higher Education: Survival in the 80's.
American Alliance for Health, Physical Education, Recreation and Dance, Reston, VA. American Association for Leisure and Recreation.
PUB DATE- 9 Apr 83
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Change Strategies; *College Programs; Educational Trends; Futures (of Society); Higher Education; *Leisure Education; *Program Development; *Recreation; *Recreational Programs; Retrenchment

Three speeches presented at a panel discussion on the future of recreation and leisure education in higher education are printed in this booklet. Richard Kirchner in a speech entitled, "Responsible Responses to Revolutions in Higher Education," offers reflections on the past and present status of college and university recreational programs, and points out the need for accreditation and certification processes to strengthen the professional status of physical education and recreation departments in institutions of higher education. He also urges close cooperation with administrators in solving the problems and concerns of these departments. In closing, he recommends using the potentials of high technology and automation to strengthen department efficiency. Tony A. Mobley in his speech, "Recreation in Higher Education in the 80's," discusses recreation's future in higher education with observations on redefining recreational education's mission and developing a viable curriculum in leisure education programs. In conclusion, Diana R. Dunn, in her speech, "Wellsprings for Tomorrow," discusses the need to find and tap new sources of support for recreation education programs and career opportunities in recreation, fitness, and leisure. (JD)

ED 236 152 SP 023 221

Jones, Donald W., Ed.

Revitalizing Teacher Education in the Mid Eighties. Proceedings of the Annual Workshop of the North Central Association of Colleges and Schools (38th, Flagstaff, Arizona, July 17-August 5, 1983).

North Central Association of Colleges and Schools, Muncie, IN. Teacher Education Project.

SPONS. AGENCY- American Association of Colleges for Teacher Education, Washington, D.C.; Northern Arizona Univ., Flagstaff.

PUB DATE- 83

AVAILABLE FROM- D. W. Jones, North Central Association Teacher Education Project, TC 912, Ball State University, Muncie, IN 47306 ($8.00).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTIONS- *Educational Change; *Educational Improvement; Educational Quality; Field Experience Programs; Futures (of Society); Higher Education; Teacher Associations; *Teacher Education; *Teacher Education Curriculum; *Teacher Education Programs; Teacher Educators; Teacher Recruitment; *Teacher Workshops

This report describes a summer workshop, attended by 17 persons from 13 institutions of higher education, on the theme of "Revitalizing Teacher Education in the Mid Eighties." The first two chapters of this report describe, in addition to the workshop itself, the teacher education project which sponsored it. Chapters 3, 4, 5, and 6 contain theme group reports on: (1) "Establishing Criteria of Excellence for Quality Control in Teacher Education"; (2) "Strengthening the Professional Curriculum"; (3) "A New Imperative: Professional and Personal Growth Opportunities for Teacher Education Faculty"; and (4) "Through the Glass Darkly: From Reactivity to Proactivity in Teacher Education." The seventh chapter provides individual reports: (1) "Proposal for Improvement of Recruitment, Selection and Retention Policies and Practices for the Teacher Education Program at The School of the Ozarks" (Ruth Anderson); (2) "A State Searches for a Better Way to Teach" (William Chance); (3) "It's Time for a Planned Program of Teacher Recruiting" (Tom Detwiler); (4) "Revitalization of the Curriculum: Positive Acculturation of Ageism through Literature" (Maryann Ehle and Gray Williamson); (5) "Impact of Change on Faculty" (Jim Gage); (6) "The Governance Unit in Teacher Education Institutions" (Juanita Kirk); (7) "Individualizing Secondary Student Teacher Lesson Plan--An Action Research Plan" (Vincent Mahoney); (8) "Alternate Designs for Capturing and Holding Student Interest in a Required Course for Secondary School Biology Teaching Majors" (Tom Mertens); (9) "Structure and Functions of a Teacher Education Unit" (John McLevie); (10) "Revitalizing Teacher Education through Research: Implications of a Study at Northern Arizona University" (Lou Pollock); (11) "Pre-Student Teaching Field Experience" (Jimmie Russell); and (12) "A Challenge to Standards: Legislation for the Handicapped" (Henry Worrest). (CJ)

ED 236 167 TM 830 642

McNergney, Robert; Aylesworth, Martin
Preservice Teacher Evaluation: An Overview.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Information Analysis/State-of-the-Art Materials (070)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Career Choice; Clinical Experience; Education Majors; Evaluation Criteria; Higher Education; Lesson Observation Criteria; *Practicum Supervision; *Preservice Teacher Education; *Student Evaluation; *Student Teachers; *Teacher Evaluation

Teacher evaluation is required before, during, and immediately after preservice education to insure a high level of teacher accountability. Personal motivation must be understood before one chooses the profession. Admission criteria to teacher preparation programs must be strengthened so that only proper candidates are selected. Professional coursework must be relevant to later needs and not merely an academic exercise involving recall and comprehension of reading and lectures. Clinical experiences should also be evaluated by explicit, strict criteria. Diagnostic feedback should follow the taking of a test for certification. It is recommended that objectives that are explicit should be questioned with respect to their relationship to teacher practice. Those that are implicit should, to the degree possible, be made visible so that they, too, can be examined publicly. (HFG)

ED 236 184 TM 830 689

School Subjects Attitude Scales: General Information. A Brief Description of the School Subjects Attitude Scales Intended for Educators Considering Use of This Instrument.

Alberta Dept. of Education, Edmonton. Planning Services Branch.

PUB DATE- Jul 83

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTIONS- *Attitude Measures; Elementary Secondary Education; *Foreign Countries; *Rating Scales; *School Attitudes; Scoring; *Student Attitudes; Test Construction; Testing; Test Interpretation; Test Reliability; Test Validity

IDENTIFIERS- Alberta; *School Subjects Attitude Scales

The School Subjects Attitude Scales is an instrument for measuring students' attitudes toward school subjects for grades 5-12. Twenty-four bipolar word pairs are used with evaluation, usefulness, and difficulty scales. The word pairs were selected on the basis of discussions and analysis of trial forms. Results can be used in program evaluation and curriculum development. One problem with the scales is that they lend themselves to students' faking responses. Persons administering the survey should be neutral with respect to the subject. The reliability of the scales vary; they were found to be valid. The scores can be interpreted in an absolute sense. This report is a brief description of the Scales intended for educators considering use of this instrument. (HFG)

Fuchs, Lynn S.; And Others

The Nature of Inaccuracy among Readability Formulas.

Minnesota Univ., Minneapolis. Inst. for Research on Learning Disabilities.

SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
REPORT NO.- IRLD-RR-129
PUB DATE- Jul 83
CONTRACT- 300-80-0622
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Difficulty Level; Elementary Secondary Education; Predictive Measurement; *Readability Formulas; Reliability; *Special Education; *Student Characteristics; Textbook Evaluation; Textbook Research

The purposes of this study were to assess the usefulness of a variety of readability formulas in predicting the relative difficulty of passages, and to explore the contribution of pupils' background to text difficulty. Subjects were 285 special education students in grades 1-9, 117 of whom were based in rural and suburban Minnesota (MN) and 168 of whom lived in New York City (NYC). Each student was tested twice on three passages of a Passage Reading Test (PRT). Analyses of variance applied to the data revealed an interaction between passages and student site (MN vs NYC), suggesting that text difficulty was affected by students' background. Additionally, six readability formulas were applied to the three PRT passages. There was no agreement between passage difficulty rankings derived from the formulas and those based on students' actual performance. Implications for creating readability formulas are discussed. (Author)

ED 236 217 TM 830 737

Maloney, Eileen; And Others

A Validity Study of an Editing Cloze Proficiency Test for Students of English as a Second Language.

PUB DATE- 13 Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)
DESCRIPTIONS- *Cloze Procedure; College Entrance Examinations; *English (Second Language); *Foreign Students; Higher Education; *Language Tests; Malay; Second Language Learning; *Test Validity
IDENTIFIERS- Center for English Second Language Placement Test; *Davies Speeded Reading Test English Language Prof; Michigan Test of Aural Comprehension; Michigan Test of English Language Proficiency

Since the numbers of foreign students aspiring to college and graduate degrees in the United States is increasing, there is a need for a reliable and valid English proficiency test which, ideally, would be neither costly nor time consuming. The purpose of this study was twofold. First, the extent to which three tests, the Michigan Test of English Language Proficiency and Aural Comprehension, the Center for English as a Second Language Placement Test, and the Davies Speeded Reading Test of English Language Proficiency (an editing cloze test), tended to measure the same underlying construct was explored. Second, two methods of grading the Davies, the Omission method and the Omission and Commission method, were compared. A total of almost 300 subjects in four groups were tested. Two were homogeneous groups of Malaysians relatively proficient in English. Two consisted of foreign students with diverse language backgrounds. One of these groups had already completed an intensive proficiency course in English, while the other group included students at all levels of English language proficiency. Reliability and validity coefficients were reported along with test means and standard deviations. (Author)

ED 236 233 TM 830 755

Dropout Interviews: Summer, 1982. Final Technical Report.
Austin Independent School District, Tex. Office of Research and Evaluation.
SPONS. AGENCY- Department of Education, Washington, DC.
REPORT NO.- AISD-ORE-82.16
PUB DATE- Nov 82
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Decision Making; Dropout Attitudes; *Dropout Characteristics; *Dropout Research; Dropouts; Hispanic Americans; *Interviews; Questionnaires; Secondary Education; *Student Attrition; Surveys; Withdrawal (Education)
IDENTIFIERS- *Austin Independent School District TX

In the summer of 1982, the Austin Independent School District (AISD) Office of Research and Evaluation (ORE) conducted a survey of dropouts. Dropouts are defined in this study as students who withdrew from AISD schools prior to receiving their high school diploma and are not known to have attended other schools. The dropouts were interviewed to find out the issues that may have influenced their decision to withdraw. The Dropout Study had three major purposes, which were to: (1) examine the reasons dropouts stated for withdrawing from school; (2) examine the decision-making processes dropouts pursue prior to withdrawal; and (3) ascertain whether there are commonalities among dropouts, the identification of which may assist AISD in developing dropout prevention programs and/or activities. Ninety-five young people were interviewed from a total sample size of 566; this represents nearly 17 percent of the total number of dropouts. Contact was attempted with nearly 400 dropouts. Hispanic school leavers were given special emphasis in this study. The results are reported in detail. (PN)

ED 236 249 TM 830 779

Ward, Barbara; And Others
The Relationship of Students' Academic Achievement to Television Watching, Leisure Time Reading and Homework.
Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- NAEP-11-R-51
PUB DATE- Sep 83
GRANT- NIE-G-80-0003
AVAILABLE FROM- National Assessment of Educational Progress, Box 2923 Princeton, NJ 08541.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Age Differences; Elementary Secondary Education; *Homework; *Reading Achievement; Reading Comprehension; *Recreational Reading; Sex Differences; Student Characteristics; *Television Viewing; Time Management
IDENTIFIERS- *National Assessment of Educational Progress; Second Literature Third Reading Assessment (1980)

To investigate the relationships between television watching, spare time reading, homework, and scholastic achievement, the National Assessment of Educational Progress gathered data on television viewing habits. Younger students were more avid viewers than older ones. Half the 9-year olds watched over 3 hours of television daily; most 13-year-olds watched one to two or three to four hours daily; among 17-year-olds, 38 percent watched less than an hour a day. Television has a differential relationship to reading achievement at different ages. Over 4 hours of daily watching proved detrimental at all ages. Highest reading performance was typically associated with one to two hours of spare time reading and three to four hours of television for 9-year-olds, one to two hours of television for 13-year-olds and under an hour of television for 17-year-olds. For 13-year-olds, one to two hours of television and one to two hours of homework a day were associated with highest levels of reading performance. Only for 17-year-olds did television have a direct negative relationship to reading performance. Spare time reading and television do not appear to compete for students' time; television and homework may compete for some students' time. Primary type of information provided by report: Procedures (Analysis). (BW)

ED 236 263 UD 023 106

Daykin, David Samuel
Social and Community Support Systems in Hispanic Neighborhoods in New York City: A Public Policy Analysis. Mental Health Policy Monograph Series Number 3.
Vanderbilt Univ., Nashville, TN. Inst. for Public Policy Studies.
SPONS. AGENCY- National Inst. of Mental Health (DHHS), Rockville, MD.
PUB DATE- 80
GRANT- NIMH-1-T24-MH1-5501-01
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTIONS- City Government; Community Health Services; Community Support; Federal Programs; *Hispanic Americans; *Medical Care Evaluation; Mental Disorders; *Mental Health Programs; Models; Policy Formation; *Public Policy; *Puerto Ricans; State Programs; Urban Population
IDENTIFIERS- *New York (New York)

The focus of this study is on the relationship between community support programs and the provision of mental health services to urban Hispanic populations, and the impact of existing public policies and future policy options on the chronically mentally ill in Puerto Rican neighborhoods in New York City. This policy analysis uses five steps. (1) The problem is reviewed and analyzed in light of available knowledge; major issues discussed are the underutilization of mental health services by Hispanics, deinstitutionalization and the development of community health centers, and the nature of community support systems. (2) Existing policies at the Federal, New York State, and New York City levels are reviewed, as are relevant judicial decisions. (3) Three public policy options--a managerial fiscal model, a community development model, and an ethnic model--are examined in terms of administrative control of programs, source of funding, nature of services delivered, forms of support, and program specificity. (4) The most promising policy options for improving mental health services in Hispanic neighborhoods (the ethnic and community development models) are discussed in terms of economic costs, values represented, public acceptability, political feasibility, ease of implementation, and unintended consequences. (5) A strategy for the implementation and evaluation of the preferred solution is considered. (CMG)

ED 236 279 UD 023 160

Advancing the Art of Inquiry in School Desegregation Research.
System Development Corp., Santa Monica, Calif.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- TM-7081/001/01
PUB DATE- Apr 83
CONTRACT- 400-80-0039
LANGUAGE- English
EDRS Price - MF01/PC17 Plus Postage.
PUB TYPE- Collected Works - General (020) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- *Educational Research; Elementary Secondary Education; *Research Methodology; *School Desegregation; *Social Influences; *Social Science Research; *Social Theories; State of the Art Reviews
IDENTIFIERS- *Situational Analysis

This volume represents the results of an effort to reconsider school desegregation research from a "situational" perspective--one that recognizes macro and micro processes, objective and subjective forces, and proximal and distal influences. Part I is an introduction, "The Desegregation Situation," written by Jeffrey Prager, Douglas Longshore, and Melvin Seeman. Part II, "School Desegregation in Context," contains articles written by Gerald Suttles and John Ogbu. These place the study of school desegregation in the larger context of American racial and ethnic stratification, and criticize "micro" studies which fail to appreciate how "macro forces" become operationalized in the school setting. The articles in Part III, "New Theoretical Directions," represent the search for new theory in desegregation research and, in contrast to Part II, point to the limitations of solely macroscopic explanations of desegregation. Authors in this section include Mark Granovetter, Hubert Blalock, and Walter Mischel. The main focus of the four essays in Part IV, "A Reconsideration of Methods," is an evaluation of the major methodological approaches to desegregation research: attitude research, small group research, demographic and ecological analysis, and quasi-experimentation. Morris Rosenberg, Bennetta Jules-Rosette and High Mechan, Harold Rose, and Thomas Cook assess these approaches with respect to their ability to measure the importance that situational features hold for desegregation outcomes. Finally, in Part V, articles by Herbert Hyman and J. Milton Yinger consider new directions in, and the implications of, situational analysis for future research on school desegregation. (GC)

ED 236 294 UD 023 180

Sullivan, Francis D.

Emphasis on Latin American Cultures. Disadvantaged Pupil Program Fund. Evaluation Report, 1982-83.

Cleveland Public Schools, OH. Dept. of Research and Analysis.

PUB DATE- Aug 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Achievement Gains; *Adjustment (to Environment); *Cultural Awareness; Cultural Background; Disadvantaged Youth; *Hispanic Americans; *Native Language Instruction; Parent Participation; *Program Effectiveness; Program Evaluation; School Counseling; Secondary Education; Self Esteem; Tutoring
IDENTIFIERS- Cleveland Public Schools OH

Emphasis on Latin American Cultures, a project in two junior high schools and one high school in Cleveland, Ohio, is evaluated in this report. The project is designed to help Hispanic students increase feelings of self-esteem through appreciation of their own heritage; acquire and strengthen skills necessary to improve their academic achievement; and facilitate adjustment to their new environment through Spanish language classes, intercultural awareness classes, tutorial assistance, and supportive counseling services. Inservice workshops are held for staff members and parent involvement is sought. In 1982-83, the project partially attained four objectives. Pre-post test data showed that although students in only one of the junior highs attained gains in Spanish language facility according to the stated objective, students in both schools posted statistically significant gains. Although the average rating of multicultural classes and tutoring and counseling services by participants met (or nearly met) the level of success indicated in the objectives, insufficient numbers of students provided the ratings to meet the criteria for successful attainment of the objectives. A curriculum revision activity met with limited success. Parent perceptions of project services could not be assessed because of insufficient data. (CMG)

ED 236 139 SP 023 182

Educating a Profession: Extended Programs for Teacher Education.
American Association of Colleges for Teacher Education, Washington, D.C.
PUB DATE- Sep 83
AVAILABLE FROM- American Association of Colleges for Teacher Education Order Department, One Dupont Circle, Suite 610, Washington, DC 20036.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141) Reports - Research/Technical (143)
DESCRIPTIONS- Educational Assessment; Educational Change; Educational Trends; Education Majors; Graduate Students; Graduate Study; Higher Education; Internship Programs; *Preservice Teacher Education; Program Effectiveness; *Program Evaluation; *Program Length; *Schools of Education; *Teacher Education Programs; Teaching Experience
IDENTIFIERS- American Association of Colleges for Teacher Educ; *Extended Degree Programs

Part of a series of position papers prepared by the American Association of Colleges for Teacher Education (AACTE), this pamphlet considers the need for extended teacher education programs. Seven alternative models of extended teacher preparation programs are described: (1) four-plus-one (3.A.); (2) four-plus-one (internship); (3) five-year (B.A. plus masters); (4) five-plus-one-year (master's degree plus internship); (5) four-plus-two-years; (6) four-plus-three-years (doctorate); and (7) three-plus-three years (doctorate). This examination discounts two commonly believed notions which have had a profound and not fully recognized impact on teacher education programs. The first is the view that teacher education programs are controlled by the entire community and not by the schools, colleges, or departments of education. The second, persisting notion is that prospective teachers do not study the subject matter that they will later teach in the other university departments of liberal arts and sciences or subject-matter discipline. In a discussion of the extended teacher preparation program, five sets of issues and problems are addressed: (1) adequacy of teacher education knowledge base; (2) additional costs associated with extension; (3) difficulties encountered by colleges and universities; (4) legal matters; and (5) relationships with external groups. (JMK)

ED 236 168 TM 830 651

Smith, Nancy J.
Using Your Testing Program in Curriculum Development and Instructional Improvement.
PUB DATE- 15 Nov 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Curriculum Development; Elementary Secondary Education; Instructional Design; *Instructional Development; *Instructional Improvement; *Testing; Test Results; *Test Use; Test Validity

A school system's testing program can be used as a tool in curriculum development and instructional improvement if the tests match the goals and objectives of the instructional program and what is taught in the classroom. Test-taking skills should be taught so that the test will accurately reflect certain knowledge. Test results should be an indicator of strengths and weaknesses in curriculum and teaching performance. Teachers can make instructional decisions with norm-referenced test data by comparing the current level of achievement and academic potential, observing test-taking ability, and comparing classroom performance to test scores. Wide stanine differentials between criterion-referenced test results in reading, math, and spelling can indicate an area of emphasis for a student's instructional program. Learning must be viewed as a comprehensive changing process which requires changes in curriculum and instruction. (HFG)

ED 236 185 TM 830 690

Nyberg, V. R.; Clarke, S. C. T.
School Subjects Attitude Scales. Administrator's Manual: A Manual for
Administration, Scoring and Interpretation.
Alberta Dept. of Education, Edmonton. Planning Services Branch.

PUB DATE- Jul 83
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160) Numerical/Quantitative Data (110) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Attitude Measures; Elementary Secondary Education; Foreign Countries; *Rating Scales; *School Attitudes; Scoring; State Norms, Student Attitudes; Test Construction; Testing; Test Interpretation; Test Manuals; *Test Norms
IDENTIFIERS- Alberta; *School Subjects Attitude Scales

The School Subjects Attitude Scales were developed to measure student attitudes toward school subjects. It is intended for use in grades 5-12. Reliability estimates were sufficiently high to warrant using the Scales for responses of groups, but not with individuals. Various criteria confirmed the scales' validity. Large groups of public school students in Alberta, Canada, in grades 5, 8, and 11 were tested at the beginning, middle, and end of each school semester to establish norms in reading (literature), language (composition), English, spelling, art, drama, French, guidance, health, home economics, industrial arts, mathematics, music, physical education, science, biology, chemistry, physics, social studies, and typing. Directions for administering the scales, scoring, and using the norm tables is provided. (HFG)

ED 236 201 TM 830 710

Fuchs, Lynn S.; And Others
The Technical Adequacy of a Basal Reading Mastery Test: The Holt Basic Reading Series.
Minnesota Univ., Minneapolis. Inst. for Research on Learning Disabilities.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
REPORT NO.- IRLD-RR-130
PUB DATE- Jul 83
CONTRACT- 300-80-0622
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Basal Reading; Criterion Referenced Tests; Grade 4; Intermediate Grades; *Mastery Tests; Measurement Techniques; Reading Research; *Reading Tests; *Test Reliability; *Test Validity
IDENTIFIERS- *Holt Basic Reading Series; SRA Achievement Series; Word Reading Test

The purpose of this study was to examine the reliability and validity of a basal reading series mastery test. Subjects were 21 fourth graders, who were tested once on the SRA Reading Achievement Test, twice on the Holt Basic Reading Series Management Program Level 13 Test (MPLT), and once on the Word Reading Test. Traditional psychometric correlational analyses were applied to the data to investigate the following dimensions of the technical adequacy of the MPLT: test-retest reliability, criterion-related validity with respect to two other measures of reading proficiency, and convergent and discriminant validity. Results indicated criterion-related validity of the MPLT was acceptable, but questioned the test-retest reliability and the convergent and discriminant validity. Implications for the development and the use of criterion-referenced tests are discussed. (Author)

ED 236 218 TM 830 738

Hofmeister, Alan M.

The Videodisc and Educational Research.

SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Mar 82
GRANT- G008101536
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- *Computer Assisted Instruction; Cost Effectiveness; Educational Research; *Educational Technology; *Instructional Development; Microcomputers; *Research Needs; Simulation; Technological Advancement; *Videodisc Recordings

The future of educational research with the videodisc is discussed in relation to: (1) recent and planned hardware developments, and (2) research areas where videodisc technology may be appropriate. Examples of some of the different configurations possible among videodisc players, microcomputers, touch screens, and printers are provided. The findings of a small research study using concept analysis and the videodisc to determine appropriate instructional sequences have been included. (Author)

Washington, Wanda; And Others

Practical Hints for Observational Research.

Austin Independent School District, Tex. Office of Research and Evaluation.

REPORT NO.- AISD-ORE-82.39
PUB DATE- Jan 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Classroom Observation Techniques; *Data Collection; *Educational Research; Educational Researchers; Guidelines; *Observation; Research and Development Centers; *Research Methodology; School Districts
IDENTIFIERS- Austin Independent School District TX

The Austin Independent School District's Research and Evaluation Office presents practical information concerning observational research. This paper focuses on five topics: (1) what makes a good observer (setting the ground rules, training observers in details, and practice, i.e., involving the observers in planning and providing rigorous training); (2) frequent teacher reactions encountered (hostility, apprehension, apathy) and suggestions for dealing with the reactions; (3) frequent student reactions encountered (curiosity, showing-off) and ways to deal with the situations; (4) school facilities or the lack of them and counteracting these problems by planning ahead; and (5) constructing observation instruments designed to answer specific questions, tailored to the age level of the student, and easy to use. A bibliography containing a number of reports dealing with observational findings is included. (PN)

ED 236 250 TM 830 780

Searls, Donald T., Ed.

National Assessment Analysis Procedures.

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- NAEP-AY-AP-35
PUB DATE- Aug 83
GRANT- NIE-G-80-0003
AVAILABLE FROM- National Assessment of Educational Progress, Box 2923, Princeton, NJ 08541.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Data Analysis; Databases; Data Collection; *Educational Assessment; Error of Measurement; Mathematical Formulas; *National Programs; Sampling; Scoring; Test Construction; Testing Programs
IDENTIFIERS- *National Assessment of Educational Progress; Secondary Analysis

The purpose of this paper is to provide an overview of the analysis of data collected by the National Assessment of Educational Progress (NAEP). In simplest terms, the analysis can be characterized as establishing baseline estimates of the percentages of young Americans possessing certain skills, knowledge, understandings, and attitudes and producing estimates of changes in these percentages over time. The baseline estimates permit comparisons of various subgroups. This paper begins with brief descriptions of key activities. The first sections generally describe the methods used to develop objectives and exercises, select the assessment sample, prepare material for the administration of an assessment, administer the booklets, and score the items. The later sections contain discussions about the NAEP analysis including computations used and potential secondary analyses. Appendices cover a variety of topics including adjustment procedures used in the analysis such as balancing and weight smoothing, methods for equating scores across booklets, and an approach for studying response patterns and bias. Primary type of information provided by report: Procedures (Analysis) (Data Processing). (BW)

ED 236 264 UD 023 109

Greenberg, Karen L.
CUNY Writing Faculty: Practices and Perceptions, Research Monograph Series Report No. 4.
City Univ. of New York, N.Y. Office of Academic Affairs.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTIONS- College Faculty; Higher Education; *Minimum Competency Testing; *Remedial Instruction; Teacher Attitudes; *Teaching Methods; Test Coaching; Undergraduate Students; *Writing (Composition); Writing Evaluation; *Writing Instruction
IDENTIFIERS- City University of New York; *Writing Skills Assessment Test

Reported in this monograph are the results from a survey of composition teachers in the City University of New York (CUNY). The questionnaire used for the survey sought (1) to obtain quantitative data about teachers' instructional practices and about their perceptions of the impact of the Writing Skills Assessment Test (WSAT) of minimum writing competence; and (2) to determine whether CUNY writing faculty use different instructional practices and evaluative standards for remedial and nonremedial writing students. Findings show that the majority of teachers require students to do in-class writing once or twice a week, and most frequently assign the expository essay; place more emphasis on teaching essay organization and development than on teaching grammar; and provide detailed instructions for their writing assignments and write extensive commentary on students' papers. Approximately half of the respondents felt that the testing program has not had much impact on their courses, instructions, or assignments. The remainder believed that the WSAT had influenced them to assign more in-class argumentative essays and to place more emphasis on the process and content of writing. According to the survey, respondents use similar instructional practices in both remedial and nonremedial courses, the major difference being that writing is assigned more frequently to nonremedial students. Finally, the major cause of failing grades for both remedial and nonremedial students was reported as problems in developing and organizing ideas. (CMG)

ED 236 280 UD 023 162

Walker, Sharon; And Others
Title I Children's Program: Learning to Read Through the Arts. Final Evaluation Report, 1981-82.
New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Achievement Gains; *Art Activities; Bilingual Education; Compensatory Education; *Cultural Activities; Elementary Education; Integrated Curriculum; *Program Effectiveness; Program Evaluation; Reading Achievement; *Reading Programs; Special Education; Teacher Attitudes; *Teacher Participation
IDENTIFIERS- *Learning to Read Through the Arts Program; New York (New York)

Learning to Read Through the Arts (LTRTA), a Title I program, offers intensive reading instruction to New York City elementary school students, through the integration of a total arts program with a total reading program. This report presents a brief program description and results of an evaluation of student achievement and teacher participation in 1981-82. During this school year, LTRTA served 677 regular students and 107 special education students in all five boroughs. Students participated in reading-oriented workshops which used theater arts, fine arts, and/or music to emphasize listening, speaking, reading, and writing skills. They also attended a diagnostic/prescriptive reading workshop. In addition, program students attended various exhibitions and performances that culminated in a special festival. Results of the California Achievement Test, used to measure changes in reading levels of the regular students, indicated that all grades surpassed the program objective of five normal curve equivalents. Bilingual and Special Education students also surpassed program objectives, as measured with the Wisconsin Design Skill Development Test. Observations and interviews of classroom teachers indicated that they were actively engaged in hands-on participation in the workshops. Classroom teachers' responses to a questionnaire, designed to assess ways in which LTRTA practices have been carried into the home classroom, were also positive. A number of program recommendations are included in this report. Sample observation forms, teacher interview forms, and teacher questionnaires are also appended. (GC)

ED 236 295 UD 023 181

Lanese, James
Computer-Assisted Instruction in Mathematics. Disadvantaged Pupil Program Fund. Final Evaluation Report, 1982-83.
Cleveland Public Schools, OH. Dept. of Research and Analysis.
PUB DATE- Jul 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Compensatory Education; *Computer Assisted Instruction; Computer Programs; Disadvantaged Youth; *Educationally Disadvantaged; Inservice Teacher Education; Microcomputers; *Program Effectiveness; Program Evaluation; *Remedial Mathematics; Secondary Education; *Secondary School Mathematics; Teacher Developed Materials
IDENTIFIERS- Cleveland Public Schools OH

The Computer-Assisted Instruction in Mathematics project, of the Cleveland Public Schools, uses microcomputers to provide supplemental remedial instruction in mathematics to students in grades 7-12. The project also provides inservice training for classroom teachers on the use of microcomputers for math remediation and on the development of remedial math software. Twenty schools are each equipped with two microcomputers for use as classroom demonstration devices and/or individual drill and practice vehicles. In the school year 1982-83, operational problems impeded the progress of the project's four stated objectives: implementation and management of the project, assessing student achievement, providing inservice training for teachers, and developing remedial software, all of which met with varied success. Delayed starts (in some schools) and inherent design shortcomings operated to limit the delivery of service to targeted students. It is recommended that thought be given to restructuring the project. (CMG)

ED 236 153 SP 023 592

Lake, Sara
The Educator's Digest of Reform: A Comparison of 16 Recent Proposals for Improving America's Schools.
San Mateo County Office of Education, Redwood City, CA. SMERC Information Center.
PUB DATE- Jan 84
AVAILABLE FROM- SMERC Information Center, San Mateo County Office of Education, 333 Main St., Redwood City, CA 94063 ($10). Payment made out to County Schools Service Fund must accompany order.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- College School Cooperation; Curriculum Development; *Educational Assessment; *Educational Change; Educational Improvement; *Educational Quality; Elementary Secondary Education; Faculty Development; Futures (of Society); *Position Papers; *Program Proposals; *Reports, School Administration; School Business Relationship; School Community Relationship; Teacher Education

This digest of recent proposals for educational reform provides a reference guide for those who wish to study these proposals in depth. Reports included are: (1) "Academic Preparation for College" (College Board Project Equality); (2) "ACSA's Recommendations on Standards" (Association of California School Administrators); (3) "Action for Excellence" (Education Commission of the States); (4) "Educational Reform: A Response from Educational Leaders" (Forum of Educational Organization Leaders); (5) "Education and Economic Progress" (Carnegie Corporation); (6) "High School" (Ernest L. Boyer); (7) "Improving Student Performance in California: Recommendations for the California Roundtable"; (8) "Making the Grade: Report of the Twentieth Century Fund Task Force on Federal Elementary and Secondary Education Policy"; (9) "Merit Pay Task Force Report" (U.S. House of Representatives Committee on Education and Labor); (10) "NASSP Develops Positions..." (National Association of Secondary School Principals); (11) "A Nation at Risk" (National Commission on Excellence in Education); (12) "The Paideia Proposal" and "Paideia Problems and Possibilities" (Mortimer J. Adler); (13) "A Place Called School" (John I. Goodlad); (14) "Raising Expectations: Model Graduation Requirements: Approved Unanimously by the California State Board of Education on June 10, 1983"; (15) "Senate Bill 813, Chapter 498 of the Statutes of 1983: The Hughes-Hart Education Act of 1983" (California State Legislature); and (16) "University of California Requirements for Freshman Admission (Effective 1986)." Part 1 discusses the proposals and their points of agreement, and includes charts showing their coverage of major issues. Part 2 contains a summary of each reform proposal, along with ordering information. In part 3, recommendations of all 16 proposals are compared by topic. Part 4 contains abstracts of selected school improvement reports, research studies, and subject-specific recommendations supplemental to the 16 main proposals. The final section provides a complete listing of the reports cited in parts 2, 3, and 4, plus a brief bibliography of useful background readings. (JD)

ED 236 219 TM 830 739

Borus, Michael E., Ed.
Pathways to the Future: A Report on the National Longitudinal Survey of Youth Labor Market Experience in 1979.
Ohio State Univ., Columbus. Center for Human Resource Research.
SPONS. AGENCY- Employment and Training Administration (DOL), Washington, D.C.
PUB DATE- May 81
LANGUAGE- English
EDRS Price - MF05/PC33 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Adolescents; Blacks; Dropouts; *Employment Patterns; Federal Programs; Females; Hispanic Americans; Job Training; Labor Market; *Longitudinal Studies; Occupational Aspiration; Out of School Youth; Racial Discrimination; School Attitudes; Sex Discrimination; Student Employment; *Unemployment; Vocational Education; *Work Attitudes; Young Adults; Youth Employment
IDENTIFIERS- *National Longitudinal Survey Youth Labor Market Ex

This is the first report on a nationally representative sample of the 32.9 million civilian young people who were ages 14-21 on January 1, 1979. This first survey shows that young Americans are very much interested in work; more than half of these young persons were either working or looking for work. Many young persons carry both school and work responsibilities. Race and sex discrimination in the labor market continued to cause problems for youth. Minorities had equal aspirations for education, were more willing to work, and were seeking employment as conscientiously as white youth. The difference appeared to be that employers discounted their contribution as employees because of their race or ethnic background. Many young persons drop out of school and begin immediately to have employment problems. About 2.6 million young men and women had participated in government training programs between the first day of 1978 and their interview date in 1979. In this report further details are provided about the employment and unemployment status of these young persons, their reactions to school, their assessment of Federal Government training programs, their vocational training, their attitudes toward work and their aspirations and expectations for the future. A seven-page executive summary is included. (BW)

ED 236 169 TM 830 656

Holmes, Susan E.; Doody-Bogan, Evelyn N.
An Empirical Study of Vertical Equating Methods Using the Three-Parameter Logistic Model.
PUB DATE- 12 Apr 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTIONS- *Achievement Tests; *Equated Scores; Estimation (Mathematics); *Latent Trait Theory; *Mathematical Models; Reliability; Research Design; Standardized Tests; Statistical Analysis
IDENTIFIERS- Comprehensive Tests of Basic Skills; Prescriptive Reading Inventory; *Three Parameter Model; *Vertical Equating

The accuracy of trait estimates obtained from three vertical equating methods was examined. The procedures studied included two anchor test designs and a single-group design. Data from two content areas and two grade combinations were studied. A three-parameter logistic model was used to perform the equatings. The results obtained were used to produce pairs of true score estimates for a cross-validation sample, one estimate for each of the equated tests. Comparisons among pairs of estimates indicated that the single-group method consistently produced the most accurate results, although the advantage was small. A differential effect due to content area was reported for the two anchor test methods. (Author)

ED 236 186 TM 830 691

Murray, Linda N.; Hambleton, Ronald K.
Using Residual Analyses to Assess Item Response Model-Test Data Fit.
Laboratory of Psychometric and Evaluative Research Report No. 140.
Massachusetts Univ., Amherst. School of Education.
SPONS. AGENCY- Education Commission of the States, Denver, Colo.; National Inst. of Education (ED), Washington, DC.
PUB DATE- Apr 83
CONTRACT- ECS-02-81-20319
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTIONS- Educational Assessment; *Goodness of Fit; Item Analysis; *Latent Trait Theory; *Mathematical Models; Measurement Techniques; National Programs; Research Problems; Statistical Analysis; *Test Results
IDENTIFIERS- National Assessment of Educational Progress; Parametric Analysis; *Residuals (Statistics)

The purpose of this research study was to assess item response model-test data fit using residuals. First, a comparison of raw and standardized residuals for describing model-test data fit was carried out. Second, hypotheses concerning the relationship between residual sizes and several item characteristics were studied. The analyses with residuals were carried out with NAEP mathematics test data using the one-, two-, and three-parameter logistic test models. The results from the investigation highlighted clearly the advantages of addressing the question of model-test data fit with residuals. (Author)

ED 236 235 TM 830 760

Aronson, David M.; Baum, Steven K.

CRISP-Psychometric Assessment of Postdivorce Stress/Adjustment in Children.

PUB DATE- Aug 83

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTIONS- *Divorce; Elementary Education; Emotional Adjustment; Measurement Techniques; Parent Participation; *Projective Measures; Questionnaires; *Separation Anxiety; Stress Variables; *Test Construction; *Test Reliability; *Test Validity

IDENTIFIERS- *Childs Report of Impact of Separation by Parents; Louisville Behavior Check List

A new psychometric instrument for measuring the impact of divorce on elementary school age children was developed: the Child's Report of the Impact of Separation by Parents (CRISP). This structured projective test was specifically designed to assess children's postdivorce stress/adjustment. An initial version of the CRISP was administered to 99 Los Angeles area children. The postdivorce custodial parent completed a companion measure, the Parent Questionnaire, and the Louisville Behavior Check List. The CRISP demonstrated minimal levels of reliability and validity which were sufficient to warrant its continued development. Suggestions for future refinement of this new instrument are made in order to obtain more truly satisfactory demonstrations of the CRISP's reliability and validity. (Author)

ED 236 140 SP 023 186

Ediger, Marlow
Philosophy of Education in the Curriculum.
PUB DATE- 76
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Aesthetic Values; Creative Teaching; Curriculum Design; Educational Attitudes; *Educational Philosophy; Elementary Secondary Education; *Existentialism; Experimental Teaching; Moral Values; *Realism; Social Values; *Teacher Attitudes; Teacher Behavior; Teacher Role
IDENTIFIERS- *Experimentalism; *Idealism

Many decisions made in the curriculum of life are philosophical. Few choices are made empirically. In the school/class setting, teachers and supervisors need to choose from among opposite ideas: (1) programmed learning versus learning centers or open space education; (2) basal readers versus individualized reading programs; (3) stated objectives versus general goals in teaching learners; (4) teacher choice versus heavy learner input; and (5) a textbook/workbook framework versus teacher developed units. Educational philosophy has much to say in terms of implementing objectives, learning activities, and evaluation procedures in the curriculum. The experimentalist educator believes that learners need to identify and solve relevant problems in a changing society. Realists advocate using methods of science to obtain precise information involving the world as it truly is. Existentialists emphasize the importance of the individual making subjective moral commitments within an irrational world. Idealists believe that universal standards and generalizations need discovering in moving from the finite to the Infinite Being. Educators need to be students of philosophy. Diverse philosophical strands provide guidance in developing the curriculum. (JMK)

ED 236 202 TM 830 711

Fuchs, Douglas; And Others

Systematic Bias in the Assessment of Handicapped Children.

Minnesota Univ., Minneapolis. Inst. for Research on Learning Disabilities.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
REPORT NO.- IRLD-RR-134
PUB DATE- Jul 83
CONTRACT- 300-80-0622
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Elementary Education; *Examiners; Experimenter Characteristics; Interaction; *Language Handicaps; Preschool Education; Rapport; *Test Anxiety; *Test Bias; *Testing; Test Validity
IDENTIFIERS- *Familiarity; Testing Conditions

Prior research demonstrates that examiner unfamiliarity negatively affects the optimal performance of handicapped preschoolers. The present investigation sought to determine whether examiner unfamiliarity also interferes with the optimal performance of handicapped school-age pupils and nonhandicapped children. Sixty-four subjects (16 language-handicapped and 16 nonhandicapped preschoolers and 16 language-handicapped and 16 nonhandicapped school-age students) were tested twice during a period of 2 weeks, once by a familiar examiner and once by an unfamiliar examiner, within a crossover design. A significant interaction was obtained for examiner familiarity and handicapped status, indicating that whereas nonhandicapped subjects scored similarly when tested by familiar and unfamiliar examiners, handicapped children scored higher with the familiar tester. Thus, findings indicated that examiner unfamiliarity negatively affects both language-handicapped preschool and school-age children's performance relative to a normative population; it appears to depress selectively handicapped children's test performance, thereby indicating that an examiner's unfamiliarity constitutes a negatively, systematically biasing condition and threatens the validity of handicapped students' test performance. (Author)

ED 236 296 UD 023 182

Fryman, James F.
Salient Migration Flows in the Southeastern United States: 1955-1960 and 1965-1970.
PUB DATE- 27 Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Community Characteristics; *Community Size; *Geographic Location; *Metropolitan Areas; *Migration Patterns; Population Trends
IDENTIFIERS- Multiple Linkage Analysis; *State Economic Areas; *United States (Southeast)

This paper uses multiple linkage analysis to identify greater than expected out-migration flows (salient flows or links) from State Economic Areas (SEAs) within the southeastern United States for two time periods, 1955-60 and 1965-70. In addition, the number of salient flows per SEA are compared with selected characteristics of the SEA, such as population size, relative location, distance travelled by migrants between SEAs, and the metropolitan or nonmetropolitan character of SEAs. This was done to determine if associations could be established between the occurrence and frequency of salient flows and characteristics of the SEAs, in both SEAs of origin and SEAs of destination. Results indicate that the number of links generated by SEAs of origin were related to elements outside of the SEA of origin. The number of links generated by the SEAs of destination related to the SEA of destination's population size and metropolitan character. (CMG)

ED 236 251 TM 830 788

Martin, Michael T.
Arizona Teacher Proficiency Examination of the Basic Skills. A Special Report.
Arizona Tax Research Association, Phoenix.
PUB DATE- Oct 83
AVAILABLE FROM- Arizona Tax Research Association, 1814 W. Washington St., Phoenix, AZ 85007 ($2.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Correlation; Elementary Secondary Education; Item Analysis; *Screening Tests; *State Programs; *Teacher Evaluation; *Testing Programs; Test Items; *Test Validity
IDENTIFIERS- *Arizona Teacher Proficiency Examination

The Arizona Tax Research Association analyzed the Arizona Teacher Proficiency Examination (ATPE). An item analysis of the 150 questions administered to 2,430 applicants from July 1982 through March 1983 was undertaken. A minimum point biserial correlation coefficient of .33 indicated the validity of an item. Nearly two-thirds (64 percent) of the items on the Reading section of the ATPE appear to be invalid, while 32 percent of the questions on the Math and 20 percent of the questions on the Grammar sections appear invalid. The discriminant validity of the ATPE is seriously questioned by this finding. (BW)

ED 236 265 UD 023 110

Persky, Charles; Raimes, Ann
Learning Through Writing: A Practical Guide to Student Writing for College Teachers.
City Univ. of New York, N.Y. Office of Academic Affairs.
SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE- 81
AVAILABLE FROM- Instructional Resource Center, Office of Academic Affairs, City University of New York, 535 East 80th Street., New York, NY 10021 ($2.00).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- College Faculty; Faculty Development; Higher Education; *Instructional Improvement; *Integrated Activities; *Intellectual Disciplines; Literacy; Skill Development; *Teaching Methods; Undergraduate Students; Writing Evaluation; *Writing Instruction; *Writing Skills
IDENTIFIERS- *City University of New York Hunter College

Ways in which college-level subject teachers might use writing as a form of learning and as a means of demonstrating learning are presented in this guide. Several assumptions about writing are made throughout this compendium: (1) writing about a subject means thinking about a subject; (2) students can only learn to write by writing; (3) more and not less writing needs to be assigned; (4) less and not more time needs to be spent by teachers on papers; and (5) student revisions of a series of short papers are more valuable than a teacher's massive revision of a single long paper. In the first section of the guide, the literacy problem, the problem as it manifests itself at Hunter College in the City University of New York, and Hunter's approach to the problem are described. In the second section, practical suggestions for dealing with writing problems are made in chapters on integrating writing and learning, assigning writing, and evaluating writing. Appended to the guide are a sample of a step-by-step approach to term paper requirements for a philosophy course at Hunter and a copy of the form used by Hunter faculty to refer students to Hunter's Writing Center. (CMG)

ED 236 281 UD 023 163

Zeigler, Donald J.
Printing in Tongues: The Foreign-Language Press in the United States.
PUB DATE- 26 Apr 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Acculturation; *Adjustment (to Environment); Cultural Education; *Ethnic Groups; *Ethnicity; *Foreign Language Periodicals; Human Geography; *Immigrants; Indo European Languages; *Newspapers; Romance Languages; Second Languages; Slavic Languages
IDENTIFIERS- *United States

The foreign language press in the United States serves three functions: (1) it provides a medium of communication for immigrant groups whose native language is not English; (2) it serves to publish news of the home country which would otherwise be unavailable; and (3) it aids the process of assimilation by offering information and advice on lifestyles in the new country. The spacial-temporal dimensions of foreign language publishing in the United States are closely associated with immigrant history and the settlement geographies of ethnic Americans. In New York, newspapers are published in 20 languages, in California, 12, and in Illinois, 10. The American South and the Great Plains, Northern Rockies, and Great Basin regions, on the other hand, do not support a single foreign language newspaper. The number of Romance (except for Spanish), Germanic, and Slavic language publications is declining. The future of the established newspapers and periodicals would be brighter, however, if they could become ethnic presses serving the needs of the third-, fourth-, and fifth-generation immigrants who neither know the mother tongue nor care about events in the "old country," but who do take pride in their ethnic heritage. (CMG)

ED 236 170 TM 830 657

External Research in AISD: Knowledge for Building, 1982-83.
Austin Independent School District, Tex. Office of Research and Evaluation.
REPORT NO.- AISD-ORE-82.80
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Abstracts; Educational Researchers; Program Descriptions; *Program Evaluation; *Research and Development Centers; *Research Projects
IDENTIFIERS- *Austin Independent School District TX; *External Evaluation

The Austin Independent School District (AISD) Office of Research and Development, presents abstracts of research projects conducted by external agencies or individuals within AISD. For 33 projects, this report contains the AISD project number, project title, project director, project sponsor, schools where conducted, and whether or not a full report is on file. The 27 abstracts prepared by the external researchers include: the participating schools, a description of the study, a description of the results, the implications of the results, and the implications for AISD. (PN)

ED 236 187 TM 830 692

Lee, Mickey M.; McLean, James E.
The Use of Content Analysis of Critical Events in Program Evaluation.
PUB DATE- 78
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Content Analysis; Cost Effectiveness; *Data Analysis; Data Collection; *Program Evaluation; *Research Methodology
IDENTIFIERS- *Critical Events; *Educational Telecommunications for Alaska Project

Content analysis of critical events methodology is demonstrated in an evaluation of the Educational Telecommunications for Alaska (ETA) Project. This methodology was used to collect and interpret the data derived from the ETA staff personnel representing five components of the project. The data were analyzed using content analysis procedures. The results indicated that content analysis of critical events is a potentially useful and low cost method for collecting and analyzing easily available information and can be employed to provide project management with evaluation information that may otherwise be overlooked. Suggestions for overcoming limitations of the methodology are included. (Author)

ED 236 220 TM 830 740

Borus, Michael E., Ed.
Pathways to the Future, Vol. II. The National Longitudinal Survey of Youth Labor Market Experience in 1980. Final Report.
Ohio State Univ., Columbus. Center for Human Resource Research.
SPONS. AGENCY- Employment and Training Administration (DOL), Washington, D.C.
PUB DATE- Feb 82
LANGUAGE- English
EDRS Price - MF02/PC20 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Adolescents; Blacks; College Bound Students; College Preparation; Delinquency; Dropouts; *Employment Patterns; Females; Hispanic Americans; Job Training; Labor Market; *Longitudinal Studies; Pregnant Students; *Unemployment; Vocational Education; *Youth Employment
IDENTIFIERS- *National Longitudinal Survey Youth Labor Market Ex

This report is based on data from the 1979 and 1980 waves of the National Longitudinal Survey of Youth Labor Market Experience (NLS). These data were collected for a nationally representative sample of 12,686 youth in 1979 and 12,141 in 1980. Chapter One uses the longitudinal capability of the NLS to examine those youth who were unemployed at the 1979 interview to determine who among them became employed within various time intervals. Chapter Two investigates the relative positions of black and white young men in 1971 and 1979 who were out-of-school, 18-21 years old, and who are not in the military. Chapter Three deals with changing patterns in black/white wage and reservation wage differentials. Three schooling decisions are studied in Chapter Four: the decision to drop out of school without finishing the 12th grade, the decision to return to school after having dropped out, and the decision to go directly on to college after completing 12th grade. Chapter Five is a study of the effects of high school curriculum on the labor market experience of young men and women who do not go on to college. The final chapter treats delinquent behavior by youth. An executive summary is included. (BW)

ED 236 236 TM 830 763

Droege, Robert C.
Is Age a Moderator of GATB Validity?
PUB DATE- 29 Aug 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTIONS- Adults; *Age Differences; *Aptitude Tests; Correlation; *Test Validity; *Vocational Aptitude
IDENTIFIERS- *General Aptitude Test Battery

Past studies have indicated that job performance in general tends not to decline with age, but performance on at least several aptitudes does decline noticeably with age. If these relationships hold up over the entire occupational range, there is the possibility that aptitude correlations with job performance may be moderated by age. To investigate the moderating effect of age on the validity of the General Aptitude Test Battery (GATB) for five Job Family composites, validities of the aptitude composites (Cognitive, Perceptual, and Motor) and the Job Family battery for three broad age groupings were examined. The differences in validities for the three age categories were small, indicating that age differences in aptitude composite and Job Family validity and negligible. (BW)

ED 236 297 UD 023 184

Thuy, Vuong G.
Teaching the Content Subjects to Indochinese Students.
PUB DATE- Oct 80
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Academic Education; Adjustment (to Environment); *Asian Americans; Communication Problems; *Content Area Reading; Cultural Awareness; Cultural Differences; Culture Conflict; Elementary Secondary Education; *Indochinese; *Intellectual Disciplines; Intercultural Communication; Learning Problems; Limited English Speaking; Reading Difficulties; *Teacher Role; *Teaching Methods

Indochinese children entering American schools face many problems in learning the content area subjects. The problems include the tremendous linguistic barrier, differences in American and Indochinese educational practices, values, expectations, and patterns of thinking, and misplacement in American schools based on the age of Indochinese students. In addition, Indochinese students must adjust to a new culture, and may also face social and economic disadvantage. The key role in teaching the content areas to students is played by the teacher. Possible solutions to the problems the teacher faces include: (1) efforts to understand how cultural differences work and affect learning and teaching; and (2) the use of strategies and/or classroom activities which have been proven to work with foreign-born students, and particularly with Indochinese. These include identifying, and if necessary rewriting, general and specific lesson objectives, identifying key works, preteaching, capitalizing on past learning and experiences, helping students with note-taking, providing individual instruction, using the "buddy" system and strategies to improve reading and vocabulary, evaluating and testing with objectivity, coordinating with other staff members, and soliciting help from parents and the community. (CMG)

ED 236 141 SP 023 187

Harris, Mary McDonnell
A Resource Module to Develop Elementary Preservice Teacher Competency in Communicating with Parents and Other Adults.
PUB DATE- Oct 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Beginning Teachers; Behavioral Objectives; *Communication Skills; Educational Resources; Education Courses; *Education Majors; *Elementary School Teachers; Field Trips; Higher Education; Parent Participation; Parent School Relationship; *Parent Teacher Conferences; Parent Teacher Cooperation; *Preservice Teacher Education; *Teacher Educators

This module was developed to offer direction and knowledge of resource support to elementary school teacher educators. It offers suggested objectives and resources that will enable education students and beginning teachers to achieve competence in communication with parents and other adults. The module works from the assumption that preservice and beginning teachers will be most involved with parents who are involved in governance through advisory councils, school site committees, and service on selection or curriculum groups. Focus is on communication with the home, parent-teacher conferencing, and organization of events such as open house. Potential involvement with parent aides and/or volunteeers in the classroom, or for special events, such as field trips is also covered. It is assumed that more experienced teachers and administrators will be involved in governance activities with the community and that inservice education should give continuing attention to this area. Proposed goals and objectives in effective communication are listed along with the suggested program level (foundations, methods, and student teaching) at which they should be initiated. A bibliography of reading resources keyed to specific learning objectives is included. (JD)

ED 236 154 TM 820 341

Hale, Gordon A.; And Others
Effects of Item Disclosure on TOEFL Performance.
Educational Testing Service, Princeton, N.J.
REPORT NO.- ETS-RR-80-34; TOEFL-RR-8
PUB DATE- Dec 80
LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Achievement Gains; *College Entrance Examinations; Educational Legislation; *Foreign Students; Scores; *Test Coaching; Test Construction; *Test Wiseness
IDENTIFIERS- *Test Disclosure; *Test of English as a Foreign Language

To ascertain how the Test of English as a Foreign Language (TOEFL) would be affected if candidates had access to some of the items before administration of a test containing those items, a number of specially constructed TOEFL forms were made available to 945 foreign students in intensive English language programs. The students were later administered a special TOEFL consisting of items from those forms and a TOEFL consisting of undisclosed items. A significant disclosure effect was determined when performance was contrasted on these two tests. Scores for the test containing disclosed items were greater than those for the test containing undisclosed items, indicating that students studied the disclosed forms and recalled specific items for them. Student questionnaire data suggested that the time spent studying the disclosed material was relatively unaffected by the number of forms given the students. Additional analyses indicated disclosure effects for items in forms that were not discussed in class as well as for items that were discussed. A disclosure effect was observed for each of three main language groups and for every item type, which attests to the robustness of this effect. (Author/PN)

ED 236 171   TM 830 661

Pecheone, Raymond; Rindone, Douglas A.
Connecticut Application of Item Response Theory to Large Scale Assessments.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)
DESCRIPTIONS- *Educational Assessment; Educational Policy; *Latent Trait Theory; Measurement Techniques; Policy Formation; Research Methodology; *State Programs; *Test Construction; *Testing Programs
IDENTIFIERS- *Connecticut Assessment of Educational Progress; *Connecticut Educational Evaluation Remedial Assist; Connecticut State Department of Education

The Connecticut Assessment of Educational Progress (CAEP) is designed to provide legislators and educators with information on the strengths and weaknesses of students in 11 curricula areas. In addition, the Educational Evaluation and Remedial Assistance (EERA) program was developed to assess student proficiency in the basic skills of reading, writing, and mathematics. The role these testing practices play in state policy making is described in this paper. Moreover, the focus of the testing is based on the application of item response theory to test development and the measurement of educational growth. Connecticut is just beginning to use latent trait technology in the development of tests. Advantages and disadvantages of this methodology have emerged and are cited and discussed in this paper. (Author)

ED 236 188 TM 830 695

Deno, Stanley L.; And Others
The Structure of Instruction Rating Scale (SIRS): Development and Technical Characteristics.
Minnesota Univ., Minneapolis. Inst. for Research on Learning Disabilities.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
REPORT NO.- IRLD-RR-107
PUB DATE- Jan 83
CONTRACT- 300-80-0622
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Academic Achievement; Classroom Environment; Elementary Education; Factor Structure; *Interrater Reliability; *Predictor Variables; *Rating Scales; School Districts; *Test Reliability
IDENTIFIERS- *Structure of Instruction Rating Scale

Using instructional variables identified by the literature as important in predicting classroom achievement, a bi-polar rating scale was designed to assess the structure of instruction in resource rooms. The data for 158 elementary school children in four school districts were analyzed. The scale evidenced good reliability, both in terms of inter-observer agreement and internal consistency measures. Factor analysis of the scale identified one factor consisting of 9 of the 12 scale variables. Teacher use of instructional structure and implications for educational practice are discussed. (Author)

ED 236 203 TM 830 712

Fuchs, Douglas; Fuchs, Lynn S.
The Importance of Scorer Bias to Handicapped Preschoolers' Stronger Performance with Familiar Examiners.
Minnesota Univ., Minneapolis. Inst. for Research on Learning Disabilities.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
REPORT NO.- IRLD-RR-135

PUB DATE- Jul 83
CONTRACT- 300-80-0622
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Examiners; Experimenter Characteristics; *Language Handicaps; *Performance Factors; Preschool Education; Scoring; *Speech Evaluation; Test Anxiety; *Test Bias; Testing; Testing Problems; Videotape Recordings
IDENTIFIERS- *Familiarity; Testing Conditions

Prior research indicates that language-handicapped children obtain higher test scores when tested by personally familiar examiners than when tested by personally unfamiliar examiners. The present investigation inquired whether this finding is due to examinees' actual differential performance across the two examiner conditions, or whether it is the result of testers' biased scoring of similar examinee performances. To make this determination, videotaped testing sessions, in which language-handicapped preschoolers were awarded higher scores by familiar examiners than by unfamiliar examiners, were shown to two certified speech clinicians who were blind to all purposes of the study. These individuals rated each examinee's performance in the familiar and unfamiliar examiner condition. Results indicated that the videotape raters, as the examiners, gave higher scores to examinees' performance in the familiar condition, corroborating the notion that language-impaired children actually perform more strongly with a familiar examiner. (Author)

ED 236 252   TM 832 007

Kaplan, Oscar
A Plan for Conducting a Local Community Educational Opinion Poll.
San Diego County Office of Education, CA.
PUB DATE- Oct 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Non-Classroom Use (055)
DESCRIPTIONS- *Community Attitudes; *Community Surveys; *Educational Attitudes; Elementary Secondary Education; Examiners; Guidelines; *Interviews; Sampling; Telephone Communications Systems; Test Construction; Testing
IDENTIFIERS- *Opinion Polls; PF Project; *Telephone Surveys

Guidelines are provided for designing and conducting a telephone opinion poll of the community. Issues discussed in the first part of this guide include determining the proper sample size, drawing a representative sample of the general adult population or of voters, selecting phone numbers, making call-backs, obtaining the proper male-female ratio, and restricting calls to certain hours. Part two offers 19 recommendations for designing questions that are most likely to obtain the desired information. The final part consists of 13 instructions for the person conducting the interview including information on the types of people and problems examiners may encounter. This document was selected by the Association of California School Administrators (ACSA) Task Force on Public Confidence as descriptive of a promising practice or exemplary project worthy of highlighting for the California educational community. (DC)

ED 236 237 TM 830 764

Enell, Nancy C.
More Bang from Your Bytes: Using Special Education Data Base Information.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Computer Managed Instruction; *Databases; Elementary Secondary Education; Information Utilization; Management Information Systems; *Research Opportunities; Research Tools; *Special Education; *Student Records
IDENTIFIERS- *San Juan Unified School District CA

The purpose of this paper is to present the multiple uses that can be derived from special education student database information and used in the evaluation of special education programs. Within the San Juan (California) Unified School District, many evaluation studies draw directly upon information which is in the computerized record system. This database uses as input the information collected during the referral, assessment and placement process. Some of the evaluation questions which can be answered from such a database include: How many placement and review meetings are held? How many parents and students attend IEP team meetings? What are the goal areas for students in different programs? What achievement gains are made by deaf and hard-of-hearing students? How satisfied are parents of special education students? In summary, special education database systems can provide: an easy way of identifying various groups of students for evaluation studies; various types of information to use in analyzing program effects, depending upon the data selected for input; and current information for administrative use on a regular or as-needed basis. (BW)

ED 236 266 UD 023 111

Greenberg, Karen
The Effects of Variations in Essay Questions on the Writing Performance of CUNY Freshmen. Research Monograph Series No. 1.
City Univ. of New York, N.Y. Office of Academic Affairs.
PUB DATE- Jan 81
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Diagnostic Tests; Educational Diagnosis; Evaluation Criteria; Evaluation Methods; Higher Education; Holistic Evaluation; *Minimum Competency Testing; Test Reliability; *Test Validity; Undergraduate Students; *Writing (Composition); *Writing Evaluation
IDENTIFIERS- City University of New York; *Writing Skills Assessment Test

The reliability of the Writing Skills Assessment Test (WSAT) given to all entering freshmen at the City University of New York (CUNY) is the subject of this monograph. The monograph states that although the WSAT is scored according to validated and widely-used holistic procedures, some CUNY faculty had expressed concern about aspects of the WSAT's question wording. The study reported on here experimentally manipulated two aspects of the WSAT questions in an attempt to determine whether variations would increase the test's potential for eliciting students' minimal writing competencies. The aspects manipulated were (1) cognitive demand levels--the degree of information and the number of strategies which an essay question provides; and (2) experiential demand levels--the degree of personal experience for which an essay question asks. The results showed that neither of the changes had any significant effects on students' writing performance; these findings provide empirical construct validation of the WSAT. Appendices to this monograph contain a sample WSAT form, the evaluation scale used with the WSAT, sample (annotated) student essays representing each point on the scale, the essay questions used in this study, and inter-coder reliability data. (CMG)

Roberts, Gary J.; George, Vivian V.
Integration Does Work: The Springfield Story.
Springfield Public Schools, Mass.
PUB DATE- Mar 81
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - General (140) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Achievement Gains; Black Students; *Desegregation Effects; *Desegregation Methods; Desegregation Plans; Elementary Secondary Education; Hispanic Americans; Magnet Schools; *Program Evaluation; *Racial Integration; Racially Balanced Schools; Racial Relations; Social Integration; Sociometric Techniques; State Aid; White Students
IDENTIFIERS- Racial Imbalance Act (Massachusetts); *Springfield Public Schools MA

Desegregation in elementary schools in Springfield, Massachusetts, must be rated a success. Implementation of the desegregation program, which became a reality in 1974, was successful because of the following factors: strong leadership from the superintendent; support of the mayor and the school committee (in spite of their opposition to mandatory busing); support from the community and the media; the past history of desegregation in Springfield (the junior high and high schools were already desegregated); the fact that Springfield is a medium-sized city with no neighborhoods physically isolated from one another; and the flexible design of the plan, which left no group out and took neighborhoods into account. Successful follow-through of the desegregation program involved: (1) fine-tuning of the original plan through the use of magnet schools; (2) attempts to overcome disparity in achievement by providing additional staff to better meet the needs of individual students; and (3) activities implemented to involve students in interactive situations, such as mini-courses selected on the basis of interests, science lab programs, theater arts experiences, the use of music resource teachers, field trips, and Spanish conversation lessons for non-Spanish speaking elementary students. The success of this follow-through was possible only because of funds provided under Chapter 636 of the Massachusetts Racial Imbalance Act. (CMG)

ED 236 155 TM 820 867

Summer School Pilot, 1982: Second Report to the Texas Education Agency.

Austin Independent School District, Tex. Office of Research and Evaluation.

SPONS. AGENCY- Texas Education Agency, Austin.
REPORT NO.- AISD-ORE-82.25
PUB DATE- Nov 82
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
Numerical/Quantitative Data (110)
DESCRIPTIONS- Check Lists; Educational Assessment; Elementary Education; Grade Repetition; *Longitudinal Studies; Parent Attitudes; Pilot Projects; *Program Evaluation; *Remedial Programs; School Districts; *Summer Programs; *Summer Schools; Supplementary Education; Surveys; Teacher Attitudes
IDENTIFIERS- *Austin Independent School District TX; Test Revision

This technical report documents staff and parent reactions to the 1982 Austin (TX) Independent School District summer school for retainees, provides data on fall teachers' assessment of retainee skills, and describes the nature of the long-term comparison group. A summary of this information plus appendices detailing the purpose, procedures, and results for each information source are included. The appendices (labeled H-N) included are: (1) director survey; (2) teacher survey; (3) parent survey; (4) teacher checklist; (5) staff comments; (6) long-term comparison group, and (7) mastery tests revised. The First Report to the Texas Education Agency regarding this program was issued in September. Long-term achievement effects will be discussed in the forthcoming technical report on retention. (Author/PN)

ED 236 172 TM 830 666

Mishra, Shitala P.
Ethnic Group Bias in WISC-R Verbal Items.
PUB DATE- Aug 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)
DESCRIPTIONS- *Ethnic Bias; *Intelligence Tests; Intermediate Grades; Maximum Likelihood Statistics; *Mexican Americans; Minority Groups; *Navajo; Standardized Tests; *Test Bias; Testing Problems; *Test Items; Verbal Tests
IDENTIFIERS- Chi Square Analysis; *Wechsler Intelligence Scale for Children (Revised)

The study investigated cultural bias in the verbal items of the Wechsler Intelligence Scale for Children-Revised (WISC-R). Six verbal subtests of the WISC-R were administered to 40 Anglo, 40 Mexican-American, and 40 Navajo intermediate grade students matched for grade level, sex, and socioeconomic status. The responses of three groups of subjects to individual items comprising verbal subtests were analyzed by log-linear technique using the likelihood ratio chi-square statistic. The findings revealed that the performance of subjects was homogeneous across three cultural groups on the items comprising Arithmetic, Comprehension, and Digit Span subtests. Ten of the 79 items comprising Information, Similarities, and Vocabulary subtests were, however, found to be biased against Mexican-American subjects whereas 15 items of the same three subtests were identified as biased against Native-American Navajos. (Author)

ED 236 189 TM 830 698

King, Robert P.; And Others

The Effects of Training Teachers in the Use of Formative Evaluation in Reading: An Experimental-Control Comparison.

Minnesota Univ., Minneapolis. Inst. for Research on Learning Disabilities.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
REPORT NO.- IRLD-RR-111
PUB DATE- Feb 83
CONTRACT- 300-80-0622

LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Criterion Referenced Tests; *Diagnostic Teaching; Elementary Education; *Elementary School Teachers; Evaluation Methods; *Formative Evaluation; Inservice Education; Measurement Techniques; *Program Effectiveness; Program Implementation; Reading Achievement; *Reading Instruction

A year long study involving 38 students in grades 1 to 6 was conducted to assess the degree of implementation of a frequent, curriculum-based measurement and evaluation system in classrooms in which the teachers had received training in the system, and to examine the effectiveness of the measurement and evaluation system in terms of enhancing the structure of the instructional lessons and students' reading achievement. The results indicated that although teachers were skillful in the measurement part of the system, they were unsuccessful in applying the evaluation components; students' instructional programs seldom were changed. In terms of the structure of the lessons, only one of the 12 structure variables (controlled practice) yielded significantly higher ratings for experimental than for control subjects. The remaining 11 variables favored experimental subjects, but were not statistically significant. No statistically significant differences in achievement were found between the two groups. All students improved over time. The results suggested that the implementation of a frequent curriculum-based measurement system is feasible and successful in improving the structure of instruction. Achievement effects may be manifest if the evaluation components are applied. (Author)

ED 236 221 TM 830 741

Borus, Michael E., Ed.
Pathways to the Future, Vol. III. The National Longitudinal Surveys of Youth Labor Market Experience in 1981. Final Report.
Ohio State Univ., Columbus. Center for Human Resource Research.
SPONS. AGENCY- Employment and Training Administration (DOL), Washington, D.C.
PUB DATE- Feb 83
LANGUAGE- English
EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Academic Achievement; *Academic Aspiration; Adolescents; Age Differences; College Preparation; *Crime; Delinquency; High School Students; *Job Satisfaction; *Longitudinal Studies; *Private Schools; Public Schools; Racial Differences; School Attitudes; School Effectiveness; Sex Differences; Social Life; *Youth Employment
IDENTIFIERS- *National Longitudinal Survey Youth Labor Market Ex

This report is based on data from the 1979, 1980 and 1981 waves of the National Longitudinal Surveys of Youth Labor Market Experience. These data were collected for a nationally representative sample of 12,686 youth in 1979, 12,141 in 1980 and 12,195 in 1981. This report contains four analytical chapters. Chapter One investigates those characteristics of jobs that make them desirable to youth. In sum, youth jobs that are satifying should provide security, genuine skill acquisition, and a healthful work environment. Chapter Two examines the relationship between crime and employment using a model that combines economic and sociological approaches. Chapter Three investigates the effects of two determinants of educational aspirations and delinquent behavior: high school students' participation in their school's informal social system (measured by non-class and non-studying time spent at school) and their expression of positive sentiments towards their schools. The final chapter tests the findings of Coleman, Hoffer and Kilgore who conclude that public secondary schools provide an inferior education relative to private schools. The clear conclusion was that being in the college preparatory curriculum in either public or private secondary school is much more critical than the type of school for maximizing the two educational outcomes. An executive summary is included. (BW)

ED 236 253 UD 022 914

Roberts, Gary J.
Teaching Strategies for More Effective Integration.
Springfield Public Schools, Mass.
PUB DATE- Nov 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - Research/Technical (143)
DESCRIPTIONS- *Classroom Desegregation; Classroom Environment; Classroom Research; Classroom Techniques; Cultural Activities; Cultural Interrelationships; Elementary Secondary Education; Ethnic Groups; Friendship; *Multicultural Education; Peer Acceptance; *Peer Relationship; Racial Attitudes; *Racial Integration; Social Development; Teacher Attitudes; *Teaching Methods
IDENTIFIERS- PF Project

The central theme of the booklet is that integration does not just occur naturally as a result of merely placing students of different race or ethnic groups in the same school setting. It occurs by the special efforts of classroom teachers who encourage student friendship formations. The booklet contains a variety of teaching strategies which could help to maximize the formation of student friendship. These teaching strategies come from research literature and/or from a sample of classroom teachers whose classrooms have experienced high levels of integration. Brief summaries from over 20 research studies are provided and successful classroom teachers are quoted. Teachers can promote sound achievement and integration of minority students by: (1) exhibiting a warm, unprejudiced, accepting, and optimistic attitude to all students; (2) using informational methods that teach about other cultures and customs; (3) teaching directly social skills and rearranging groups or seating to encourage students to make contact with new students; and (4) structuring learning situations in more democratic ways, using cooperative group learning methods, involving students in a multitude of different tasks, and by encouraging parental involvement. (LH)

ED 236 298 UD 023 185

Fisher, Patricia A.
Steppin' Up and Moving On: A Career Education Program for the Urban, Noncollege-Bound Student.
Women's Educational Equity Act Program (ED), Washington, DC.
PUB DATE- 82
AVAILABLE FROM- WEEA Publishing Center, 1982 Education Development Center, Inc., 55 Chapel Street, Newton, MA 02160.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Black Students; Career Awareness; Career Counseling; *Career Education; Employment Potential; *Females; *Guidance Programs; High Schools; Job Skills; *Noncollege Bound Students; Self Evaluation (Individuals); Skill Development
IDENTIFIERS- *Urban Development

This guide presents a counseling program model whose purpose is to increase the educational and career awareness of black, urban, female, high school students who will not attend college. The program consists of ten three-hour sessions that have four separate but interdependent components. The compontents are: (1) individual assessments, to help each student become more aware of her individual values, attitudes, aptitudes, abilities, skills, goals, and aspirations; (2) education and career information, to provide students with a comprehensive overview of the worlds of education and careers/employment; (3) skill building exercises, to expose students to, and give them an opportunity to participate in, selected cognitive, psychomotor, and behavioral skills needed to develop and improve their educational and career options; and (4) integrated experiences, in which (primarly through individual and small-group interactions with their peers and counselors) students explore their attitudes, feelings, and reactions to the three other components. It is expected that those who use this program as a model will modify it to suit their own needs. Materials for use in the sessions are included in the appendices. (CMG)

ED 236 142 SP 023 189

Mager, Gerald M., Ed.; And Others
Position Statements Developed at the Spring Conference of the Confederated Organizations for Teacher Education, New York State (Syracuse, NY, 1983). An Occasional Paper.
Confederated Organizations for Teacher Education--New York State.

PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Educational Legislation; Educational Quality; Futures (of Society); Higher Education; *Lobbying; *Minimum Competency Testing; *Standardized Tests; State Departments of Education; State Standards; Teacher Associations; *Teacher Certification; *Teacher Education; *Teacher Shortage
IDENTIFIERS- *New York

The four position statements included in this occasional paper are the products of a conference involving the New York State Association of Teacher Educators and the American Association of Colleges for Teacher Education--New York State, on "Who Will Be the Teachers of the Future." "Entry Level Testing in New York State," prepared by John D. Van Buren, discusses the issues of entry level testing for teachers in New York State and the impact of required testing in the process of teaching as a profession. "Legislative Realities and Political Action: The Necessity for Collaborative Efforts," prepared by Barbara W. Gerber, reviews legislative realities and political action and the necessity for collaborative efforts on the part of education-related organizations. Helen Greene, in "Teacher Shortage: Implications for Teacher Educators," offers recommendations on the Associations' position in regard to teacher shortages in selected subject areas. In "New York State Certification Practices," Francis Silvernail raises the issue of certification practices which admit to the profession individuals who meet only minimum certification requirements. (JD)

ED 236 204 TM 830 713

Long, Susan; Cognetta, Randall A.
Questionnaires: Their Development and Use.
San Mateo County Office of Education, Redwood City, CA.

PUB DATE- Sep 78
AVAILABLE FROM- San Mateo County Office of Education, 333 Main St., Redwood City, CA 94063 ($3.00).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Data Analysis; *Data Collection; Field Tests; *Questionnaires; *Test Construction; Test Items; *Test Use

After a brief introduction and discussion of the advantages and disadvantages of questionnaires, this publication explains how to develop a questionnaire. Each of the five parts of a questionnaire (heading, procedural statements, items, comment space, and procedures for return) are discussed, with concrete examples. Guidelines for pre-test/tryout are presented. The importance of the cover letter and methods for the distribution of questionnaires are discussed. The final section addresses the compilation and analysis of the responses. The appendix includes examples of entire questionnaires. (BW)

ED 236 238 TM 830 765

Shannon, Gregory A.

Objective-Referenced-Test Rescore Decisions and Item Statistics: A Matter of Congruence.

SPONS. AGENCY- Educational Testing Service, Princeton, N.J. Center for Occupational and Professional Assessment.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTIONS- Adults; *Criterion Referenced Tests; *Item Analysis; *Occupational Tests; Scoring; *Testing Problems; Testing Programs; *Test Items
IDENTIFIERS- Biserial Correlation; *Flawed Items; Item Discrimination (Tests); *Test Rescoring

Rescoring of Center for Occupational and Professional Assessment objective-referenced tests is decided largely by content experts selected by client organizations. A few of the test items, statistically flagged for review, are not rescored. Some of this incongruence could be due to the use of the biserial correlation (r-biserial) as an item-discrimination index. Item-flagging outcomes generated using the present item-discrimination index, r-biserial, were compared with those generated using phi/phi max and phi. The analysis sample consisted of responses of 10,702 candidates to 1,794 items taken from 23 different test forms. Major findings suggest that the incongruent items, initially flagged using r-biserial, tended also to be flagged when either phi/phi max or phi were employed. The item-rescore decisions made by the content experts were unsupported by the results, suggesting that their actions should be more closely monitored. Some implications for use of the three item-discrimination indices are also discussed. (Author)

ED 236 267 UD 023 112

Troyka, Lynn Quitman
An A Posteriori Examination of the Evaluation Scale of the Writing Assessment Test at the City University of New York. Research Monograph No. 3.
City Univ. of New York, N.Y. Office of Academic Affairs.
PUB DATE- Nov 82
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Achievement Tests; *Diagnostic Tests; Educational Diagnosis; *Evaluation Criteria; Evaluation Methods; Higher Education; Holistic Evaluation; Minimum Competency Testing; Student Placement; *Test Validity; Undergraduate Students; Writing (Composition); *Writing Evaluation; Writing Skills
IDENTIFIERS- *City University of New York; *Writing Skills Assessment Test

The goal of the 1981-82 examination of the Evaluation Scale (ES) of the City University of New York's (CUNY) Writing Skills Assessment Test (WSAT) was to ascertain if the descriptive criteria of the original ES, instituted in 1978, might be refined in the light of CUNY's four years of experience with large-scale testing at a multicampus university. Phase I was an attempt to develop refined descriptive criteria for the scores of 1-6 that comprise the ES. This attempt was successful and resulted in a Refined ES. Phase II sought in a pilot study to test the hypothesis that the Refined ES is a revision of the original ES, not a new document. This hypothesis was supported by the pilot study. Thus, the established standards of the WSAT were not disturbed by the Refined ES, and many benefits were provided. As a result, the Refined ES was adopted for official use within CUNY. Appendices that comprise two-thirds of this report include a sample of the CUNY WSAT, the original ES, materials used by the panel involved in the refinement of the ES, scored student essays for panelists' use (Phase I), panelists' descriptive criteria, the Refined ES, the reader guidelines for holistic scoring (Phase II), and a list of participants in the study. (CMG)

ED 236 283 UD 023 167

Roberts, Gary J.
Computer Analysis of Classroom Social Structure: Assistance for Teachers in Their Efforts to Enhance Integration.
Springfield Public Schools, Mass.
PUB DATE- 80
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Blacks; *Classroom Desegregation; *Desegregation Effects; Elementary Secondary Education; *Evaluation Methods; Hispanic Americans; *Racial Integration; Racial Relations; School Desegregation; *Social Integration; Social Structure; *Sociometric Techniques; Teacher Guidance; Whites
IDENTIFIERS- *Springfield Public Schools MA

In 1978 the Springfield, Massachusetts school system began using sociometric techniques to analyze classroom social structure in grades 3-6 in order to provide feedback to teachers and data for evaluating the progress of integration. The sociogram asked students to choose whom they would work with on a school project, eat lunch with, pair up with for a field trip, play a game with, sit with in class, and invite to a party. Students were also asked to indicate their newest friend. Computer analysis of responses allowed for the preparation of a report, listing the extent of cross-racial selections by race and sex subgroup, isolates, most popular students, and possible cliques. The analysis indicated that there has been steady progress toward increased integration, with students making more friends across racial lines now than four years ago (two years after implementation of a court-ordered busing plan). The sociogram reports have been of some assistance to teachers in their efforts to encourage cross-racial friendships, and have also been useful in determining areas of need within the school system as a whole. Copies of the sociogram and of a sociogram report appear in appendices to this report. (CMG)

ED 236 156 TM 830 267

Messick, Samuel; And Others
National Assessment of Educational Progress Reconsidered: A New Design for a New Era.
National Assessment of Educational Progress, Princeton, NJ.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- NAEP-83-1
PUB DATE- Mar 83
CONTRACT- 400-82-0018
AVAILABLE FROM- National Assessment of Educational Progress, Box 2923, Princeton, NJ 08541 ($5.00).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Data Analysis; Data Collection; *Educational Assessment; Elementary Secondary Education; *Federal Programs; Latent Trait Theory; Methods; Policy Formation; Program Content; *Program Descriptions; *Program Design; Research Needs; Sampling
IDENTIFIERS- Balanced Incomplete Block Spiralling; *National Assessment of Educational Progress

This report presents the conceptual framework and major features of the new design for the National Assessment of Educational Progress (NAEP) as conducted by Educational Testing Service beginning July 1983. It comprises three major chapters. The first chapter reviews the social and environmental changes that demand reconsideration of NAEP. The new design was formulated to address concerns focusing on performance standards, school effectiveness questions, and broad human resource issues, thereby improving NAEP's relevance to educational policy and practice. The second chapter discusses technical innovations now possible with proven modern techniques that greatly enhance the power and value of the collected data. Sampling by grade as well as by age permits estimates of performance and trends to be reported by both age and grade, thereby allowing direct links to state and local assessments, school practices, and educational policies. The third chapter illustrates ways the new design addresses multiple policy questions, communication with multiple audiences in an effective fashion, linkages to other data sources, enhancement and extension of NAEP services, and engagement of the public on the important educational issue of performance standards. Primary type of information provided by the report: Program Description (Operating Policies); Procedures (Conceptual). (PN)

ED 236 173 TM 830 671

Watson, Betty U.; And Others
The Hiskey-Nebraska Test of Learning Aptitude in Hearing-Impaired Samples.
PUB DATE- Aug 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTIONS- *Academic Ability; Academic Achievement; Academic Aptitude; Adolescents; *Aptitude Tests; *Hearing Impairments; Language Aptitude; *Predictive Measurement; Test Norms; *Test Reliability; *Test Validity
IDENTIFIERS- *Hiskey Nebraska Test of Learning Aptitude; Test Retest Reliability

The Hiskey-Nebraska Test of Learning Aptitude (H-NTLA) (Hiskey, 1966) has been regarded by reviewers as one of the best instruments for assessing the learning abilities of hearing-impaired children. However, there has been a paucity of research on the validity of this test. Further, there is no established test-retest reliability, and questions have been raised about the standardization procedures. Several studies are presented which demonstrate the usefulness of this test. Substantial relationships are shown between the H-NTLA and academic achievement and between the H-NTLA and language ability. Further, the H-NTLA is found to have adequate test-retest stability. A potential problem was found with the deaf norms which appear to yield an unexpected high number of subjects with extreme high and low scores. (Author)

ED 236 205 TM 830 714

Ahmann, J. Stanley
The Academic Achievement of Young Americans. Fastback 196.
Phi Delta Kappa Educational Foundation, Bloomington, Ind.
SPONS. AGENCY- Phi Delta Kappa, Bloomington, Ind.
REPORT NO.- ISBN-0-87367-196-1
PUB DATE- 83
AVAILABLE FROM- Phi Delta Kappa, Eighth and Union, Box 789,
Bloomington, IN 47402 ($0.75).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Academic Achievement; Cognitive Processes;
*Educational Assessment; Educational Environment; *Educational
Improvement; Elementary School Students; Elementary Secondary
Education; Instructional Improvement; National Programs; *Scores;
Secondary School Students; Testing Programs
IDENTIFIERS- *Higher Order Learning; *National Assessment of
Educational Progress; Test Score Decline

Data from the National Assessment of Educational Progress (NAEP) are reviewed to outline the achievement levels of students in the United States. This examination of NAEP data showing changes in levels of achievement during the 1970s leads to a number of conclusions. The overall picture for 9-year-olds is promising. The outlook for 13-year-olds, (with the possible exception of mathematics) is less encouraging, and that for 17-year-olds is quite disturbing. Despite these declines, repeated gains have been achieved by student groups that typically fall below the national average. A vexing problem that appears regularly is the uneven achievement in tasks requiring more than recall of information. This paper concludes with proposals for steps to be taken to improve higher-order learning. These steps are to be taken within the classrooms, within the schools, and within the communities. (BW)

ED 236 222 TM 830 742

Scoring the Essays: New Jersey College Basic Skills Placement Test.
New Jersey Basic Skills Council, Trenton.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- College Entrance Examinations; *Essay Tests; Higher Education; *Holistic Approach; *Scoring; Student Placement; *Writing Evaluation; Writing Skills
IDENTIFIERS- *New Jersey College Basic Skills Placement Test

The purpose of the essay portion of the New Jersey College Basic Skills Placement Test is to identify students whose English language skills are not sufficiently strong to ensure that they can successfully manage the writing required in regular freshman classes. Students are given 20 minutes to read and respond to the essay topic. The essays students produce usually are no more than one or two paragraphs long. The essays are scored holistically; that is, the essays are scored on the basis of the total impression they make on the reader. The standards for scoring are arrived at by consensus of the readers who score sample papers together. Readers are instructed to rank papers against each other, not against some ideal. Each essay is read and scored by two readers working independently. If the scores are "discrepant," the essay receives a third reading. On the six-point scale that is used, scores that differ by three points or more are considered discrepant. Sample essays receiving various scores are appended. (BW)

ED 236 299　　　　　　　　　　　　　UD 023 188

Codianni, Anthony V.; Wilbur, Gretchen
More Effective Schooling from Research to Practice. ERIC/CUE Urban Diversity Series No. 83.
Columbia Univ., New York, N.Y. Teachers College.; ERIC Clearinghouse on Urban Education, New York, N.Y.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Aug 83
CONTRACT- 400-82-0012
AVAILABLE FROM- ERIC Clearinghouse on Urban Education, Box 40, Teachers College, Columbia University, New York, NY 10027 ($5.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reports - Research/Technical (143) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTIONS- Achievement Gains; Administrator Role; Basic Skills; Demonstration Programs; Educational Environment; Elementary Secondary Education; *Evaluation Criteria; Expectation; Leadership; Low Income Groups; Minority Group Children; Models; *Program Evaluation; *Program Implementation; *Research Utilization; *School Effectiveness; Self Evaluation (Groups); Staff Development
IDENTIFIERS- Alaska Effective Schooling Program; Connecticut School Effectiveness Project; Effective Schools Project; Instructional Management Systems; Project RISE; Project SHAL; School Effectiveness Training Project; School Improvement Project (New York City)

The purpose of this paper is to identify those programs and processes currently using the components, factors, and behaviors that have been described in the literature as characteristic of more effective schools, and to synthesize findings from these programs and processes carrying out effective schooling practices. Following an introduction, Section II defines what is meant by school improvement programs, principal effectiveness programs, and teacher effectiveness programs in order to distinguish them from more effective schooling programs. An increase in low-income and/or minority students' standardized achievement scores towards the national norm was found to be the chief criterion of effective schooling. Components for realizing this outcome were identified as strong administrative leadership, positive school environment, high expectations, emphasis on basic skills, ongoing assessment, and staff development. In Section III, eight programs chosen on the basis of these criteria are described and evaluated. The programs are in Connecticut, New Jersey, Missouri (two programs), Alaska, Wisconsin, Chicago (Illinois), and New York City. From the models described in this section a methodology emerges for effective program implementation, a generic process described in Section IV as having four vital stages: assessment, planning, implementation, and evaluation. (CMG)

ED 236 143 SP 023 190

Newcombe, Ellen
Rewarding Teachers: Issues and Incentives.
Research for Better Schools, Inc., Philadelphia, Pa.
SPONS. AGENCY- Maryland State Dept. of Education, Baltimore.; National Inst. of Education (ED), Washington, DC.
PUB DATE- Jul 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Administrator Responsibility; Career Ladders; Differentiated Staffs; Elementary Secondary Education; Incentives; Job Satisfaction; Master Teachers; *Merit Pay; *Professional Recognition; *Rewards; *Teacher Attitudes; Teacher Effectiveness; Teacher Evaluation; *Teacher Salaries; Teaching Conditions

This paper discusses some of the issues behind the current debate on merit pay for teachers. A brief history is presented of performance-based compensation systems. The difficulties in arriving at a consensus on a valid definition of merit pay are pointed out, and examples are presented of various merit plans, such as master teaching plans, career ladder programs, or systems for teacher ranking. Arguments for and against merit pay plans are considered, focusing on the two major issues of the validity of using money as a motivator, and complaints against evaluation processes. Counterproposals offered by critics of merit pay are outlined and include such suggestions as across-the-board pay increases for all teachers, improvement of the work environment, and public recognition for doing good work. Reasons for success and failure of merit pay plans are analyzed and a brief overview of the status of current performanced-based programs is presented. A description and comparison is given of three merit pay plans at the state level (Tennessee, Florida, and California) and three at the local level (Los Angeles, Houston, and Charlotte-Mecklenburg). Appendixes provide information on the effects of single salary and merit pay in achievement of educational goals, and the current status of merit pay programs in selected school systems. (JD)

ED 236 190 TM 830 699

Tindal, Gerald; And Others
Visual Analysis of Time Series Data: Factors of Influence and Level of Reliability.
Minnesota Univ., Minneapolis. Inst. for Research on Learning Disabilities.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
REPORT NO.- IRLD-RR-112
PUB DATE- Mar 83
CONTRACT- 300-80-0622
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Data Analysis; Evaluation Methods; *Evaluation Utilization; Program Effectiveness; *Program Evaluation; *Reliability; Research Methodology; Visual Discrimination; *Visual Perception
IDENTIFIERS- *Data Interpretation; *Time Series Analysis

The focus of this study was on the visual analysis of time series data for evaluating educational programs. Two characteristics of the data--changes in slope and variability--and two characteristics of evaluation--training in data utilization and the use of aimlines/decision rules--were manipulated. A total of 51 students and/or teachers in education evaluated a set of 28 graphs on two dimensions: (1) Was the program depicted on the graph an effective program? and (2) What about the data supported such a conclusion? Findings of the study indicated that visual analysis is not very reliable for evaluating educational programs, and is influenced considerably by the characteristics of the data array (specifically, slope and variability). Training in data utilization or the use of aimlines did not appear to be particularly powerful procedures for improving visual analysis. At the same time, the findings indicated evaluation consistent with established data analysis paradigms. Implications for training in visual analysis are discussed. (Author)

ED 236 239 TM 830 766

Enell, Nancy C.
Present and Future Computer Applications in Special Education Research, Evaluation and Planning.
PUB DATE- 11 Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Academic Achievement; Computer Managed Instruction; Computers; *Databases; *Data Collection; Elementary Secondary Education; Individualized Education Programs; Information Utilization; *Management Information Systems; Research Tools; *Special Education; Statewide Planning; *Student Records; *Surveys
IDENTIFIERS- *California; San Juan Unified School District CA

This paper is based on information related to the use of computers in special education within California, and on the experiences of the San Juan Unified School District in using computer information for special education research, evaluation and planning. The majority of special education planning agencies in California have some type of computerized management information system (MIS) for special education data, and use county or district office mainframe equipment. Most systems were developed primarily to capture and report student count information required by the state and Federal government. About 15 percent of the agencies use their computer systems to produce special reports for local use. In the San Juan Unified School District, state funds were received to develop a model computerized special education student record database. The district uses a Univac 1100 computer to produce 30 different reports for teachers, administrators, and government agencies. Special requests for information are handled through on-line searchers. This database is also an integral part of San Juan's special education research, evaluation and planning. Areas of study include student achievement, adherence to specified time lines, and selection of research study samples with particular characteristics. (BW)

ED 236 254 UD 023 032

Heidepriem, Nikki
"There Is No Liberty..." A Report on Congressional Efforts to Curb the Federal Courts and to Undermine the Brown Decision.
Citizens Commission on Civil Rights, Washington, DC.
PUB DATE- Oct 82
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - General (140)
DESCRIPTIONS- *Busing; *Civil Liberties; *Civil Rights; Constitutional Law; Court Litigation; *Court Role; Desegregation Plans; *Discriminatory Legislation; Federal Courts; *Federal Legislation; Government Role; Legislators; Racial Relations; School Desegregation; School Resegregation; School Segregation
IDENTIFIERS- *Proposed Legislation

In an effort to foster better understanding of the crucial role of the courts in protecting all persons from legislative and executive overreaching, this report examines and evaluates the Helms-Johnston Amendment, one of many efforts Congress is making to limit the authority of federal courts in cases involving the controversial issues of desegregation, abortion rights, and school prayer. The Johnston portion of this Amendment would impose limits on court-ordered busing to a student's nearest school or to a school within 5 miles of his or her home. The Helms portion would prohibit the Justice Department from bringing or maintaining any action directly or indirectly to require busing beyond the proposed limits of this bill, and would charge the Justice Department to enforce the new bill, even to the extent of reopening previously decided cases. The report attacks the Amendment on the following grounds: (1) it is unconstitutional; (2) it limits the role of the courts in protecting citizens' rights; (3) in addition to mandating continuation of unconstitutionally segregated schools, the Amendment bars the implementation of desegregation programs that have been effective in improving educational opportunity; and (4) enactment of the Amendment would seriously impair racial harmony in the United States by recreating racially dual school systems and promoting the perception that the government is repudiating its commitment to racial justice. (CMG)

ED 236 268 UD 023 116

Tom, Soleng; And Others
Santa Clara County Asian Health Survey: Methodology.
Santa Clara County Health Dept., San Jose, Calif.
PUB DATE- Aug 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Asian Americans; Cambodians; Chinese Americans; *Health Needs; Health Services; *Mental Health; *Needs Assessment; Research Design; *Research Methodology; Sampling; Vietnamese People
IDENTIFIERS- *California (Santa Clara County)

This paper describes the methodology used in a study assessing the health needs of the Asian population, specifically the Chinese, Cambodian, and Vietnamese populations, in Santa Clara County, California. The study by the Santa Clara County Health Department is part of a wide-ranging needs assessment project primarily intended to guide administrative decision-making in the provision of services to the county's residents. Secondarily, the project is intended to add to the available general knowledge base about mental health. The report is divided into the following sections: (1) sample design; (2) survey instrument; (3) selection and training of interviewers; (4) editing, verification, coding, and data processing; (5) publicity and interviewer identification and verification; (6) study schedule; (7) costs; and (8) resultant sample. Appended to the report are the project timetable, project costs, a variable list for open-ended nonmedical questions, the coding method for open-ended nonmedical questions, age/sex graphs for the sample, and project staff resumes. (CMG)

ED 236 284 UD 023 170

Halasa, Ofelia
Reading Impact Project. Disadvantaged Pupil Program Fund. Evaluation Report, 1982-83.
Cleveland Public Schools, OH. Dept. of Research and Analysis.
PUB DATE- Jul 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Compensatory Education; Educationally Disadvantaged; Elementary Education; *Grade 1; Inservice Education; Parent Participation; Parent Workshops; *Program Effectiveness; Program Evaluation; *Reading Improvement; Reading Programs; *Remedial Reading; Teacher Aides
IDENTIFIERS- Cleveland Public Schools OH

This report evaluates the 1982-83 Reading Impact Project in Cleveland, Ohio, which served 2,313 first grade pupils in 46 Chapter 1 public schools. The project utilized supervised educational aides and provided inservice education for them as well as workshops for parents. Project operations were successfully implemented, as indicated by the attainment of three objectives. Approximately 75 percent of the project participants achieved passing scores for 6 out of 10 assessment level subtests embedded in the district reading program. Eleven inservice workshops for aides were rated as effective by participants. Parents were involved through meetings and a monthly newsletter, and reported evident project effects on reading skills of children. In addition, over two-thirds of the students were expected to be promoted in September 1983, and a comparison between performance levels of blacks and whites on assessment level subtests showed only one statistically significant difference in favor of black pupils. (CMG)

ED 236 174   TM 830 672

How to Find Information on Educational and Psychological Tests at the Library of Congress.

Library of Congress, Washington, DC. General Reading Rooms Div.

PUB DATE- Mar 83

AVAILABLE FROM- General Reading Rooms Division, Library of Congress, Washington, DC 20540 (Free upon request)

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reference Materials - Bibliographies (131) Reference Materials - Directories/Catalogs (132)

DESCRIPTIONS- Directories; Encyclopedias; Indexes; Library Catalogs; *Reference Materials; Study Guides; *Subject Index Terms; *Testing; Test Interpretation; *Tests; Textbooks

IDENTIFIERS- *Library of Congress; Library of Congress Subject Headings; Mental Measurements Yearbook

Although portions of this guide to finding information on educational and psychological tests at the Library of Congress are directed at those interested in standardized published tests as preparation for taking them, it will probably be most helpful to those administering tests, interpreting their results, or designing measuring devices for research. The first part discusses the problem of locating copies of tests and points to strategies for using the reference works listed in the third part. The second part is a list of selected Library of Congress subject headings leading to information on tests and measurement. The last section describes reference works available in the Main Reading Room, Social Sciences Reading Room, and Microform Reading Room which aid in finding copies of tests and information about them, and which sometimes include copies of portions of the tests themselves. (Author/BW)

ED 236 206 TM 830 715

Reed, Jeffrey G.; And Others
The College Descriptive Index (C.D.I.): Development and Background Information. Technical Manual.
PUB DATE- Aug 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- Adjectives; *Check Lists; *College Students; Factor Structure; Higher Education; *Participant Satisfaction; *Student Attitudes; *Test Construction; Test Manuals; Test Norms; Test Reliability; Test Validity
IDENTIFIERS- *College Descriptive Index

Development of the College Descriptive Index (CDI; Form C) is reported. The CDI is an adjective check list that measures eight dimensions of students' satisfaction with college. The instrument was completed by 601 students at four colleges providing information on satisfaction in each of the eight areas. Scoring procedures and a copy of the instrument are included. Evidence is presented for CDI multidimensionality, scale homogeneity, and criterion related validity. (Author)

ED 236 223 TM 830 743

Interpreting Scores on the New Jersey College Basic Skills Placement Test.

New Jersey Basic Skills Council, Trenton.

PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Algebra; *Basic Skills; *College Entrance Examinations; Computation; Error of Measurement; Essay Tests; Multiple Choice Tests; Reading Comprehension; Scores; Sentence Structure; *Student Placement; Test Construction; *Test Interpretation; Test Reliability; Test Use; Writing Skills
IDENTIFIERS- *New Jersey College Basic Skills Placement Test

The New Jersey College Basic Skills Placement Test (NJCBSPT) is designed to measure basic reading, writing, and mathematics skills of students entering New Jersey colleges. The test consists of five sections: Essay, Reading Comprehension, Sentence Sense, Mathematical Computation, and Elementary Algebra. The test is intended to answer the question of whether an incoming student will profit more from placement in the regular first-year English or mathematics program than from placement in courses that the college is offering to prepare students for the regular program. The test is developed by committees made up of New Jersey college faculty, and assisted by high school teachers. The distribution of scores on the NJCBSPT is a consequence of the purpose of the test: the mean raw score tends to be within two standard deviations of the maximum possible raw score. Because the requirements of freshman courses vary from campus to campus, no particular score can serve as the cut off score; teachers should allow themselves to be guided by their experience in teaching students and by the expectations they have of their particular students. A discussion of the reliability of the test, and served sample score reports are included in this document. (BW)

ED 236 144 SP 023 191

Klausmeier, Herbert J.; And Others

Supplementary Tabular Information to Accompany the Research Monograph "Improvement of Secondary Education Through Research: Five Longitudinal Case Studies." Report from the Program on Student Diversity and School Processes. Program Report 83-8.

Wisconsin Center for Education Research, Madison.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Nov 82
GRANT- NIE-G-81-0009
LANGUAGE- English
EDRS Price - MF01/PC18 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTIONS- *Academic Achievement; Educational Research; *Improvement Programs; Institutional Characteristics; Longitudinal Studies; Middle Schools; Secondary Education; *Student Improvement; Tables (Data)

This document contains the tables that are referred to but not included in the research monograph, "Improvement of Secondary Education Through Research: Five Longitudinal Case Studies." The monograph reports on two middle schools, one junior high school, and two senior high schools that were involved in the study project, which included development and research activities conducted over a four-year period, 1977-81. It is noted that the goal of each school's development activities was to start or refine administration-organization arrangements and improvement strategies. The research activities, it is pointed out, had four main objectives, all related to development of the school's improvement capability. Chapters 3 through 7 of the research monograph give the research results, and, in each chapter, summary information is presented. The tables on which the summary information is based appear in this publication. This document contains 133 tables. The first numeral of each table title refers to the chapter for which the information in the table is relevant. (JMK)

ED 236 157 TM 830 405

Poulos, Nicholis
Evaluation of the Horizons-Upward Bound Program, 1981-1982.
Detroit Public Schools, Mich. Dept. of Research and Evaluation.
PUB DATE- Oct 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Academic Achievement; Enrichment Activities; *Low Income; *Nontraditional Education; *Program Descriptions; *Program Evaluation; Quantitative Tests; Reading Tests; Secondary Education; Socioeconomic Status; Special Education; Summative Evaluation
IDENTIFIERS- California Achievement Tests; *Detroit Public Schools MI; Elementary Secondary Education Act Title I

The Horizons-Upward Bound Program assists students from low income families who have shown a potential for academic achievement to conclude high school and to go on to higher education. It provides participants with services and enrichment activities in high school English, mathematics, reading, and science. The analysis of pre- and postcomparative performance in reading and mathematics on the California Achievement Tests indicated that the gains of the program participants exceeded the gains of the control students. This report presents the recruitment and selction procedures, discusses the summer and winter programs, describes the procedures for establishing a control group and the evaluation plan, analyzes the data and findings, and offers profiles of a representative group of the participants. (PN)

ED 236 191 TM 830 700

Tindal, Gerald; And Others

The Technical Adequacy of a Basal Reading Series Mastery Test.

Minnesota Univ., Minneapolis. Inst. for Research on Learning Disabilities.

SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
REPORT NO.- IRLD-RR-113
PUB DATE- Apr 83
CONTRACT- 300-80-0622
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Basal Reading; Criterion Referenced Tests; Grade 6; Intermediate Grades; *Mastery Tests; Measurement Techniques; Reading Research; *Reading Tests; *Test Reliability; *Test Validity
IDENTIFIERS- *Houghton Mifflin Reading Series; SRA Diagnostic Reading Tests; Word Reading Test

The purposes of this study were to examine the reliability and validity of a basal reading series mastery test, and to explore the appropriateness and usefulness of two strategies for investigating the reliability and validity of criterion-referenced tests. Subjects were 47 sixth graders, who were tested on the SRA Reading Achievement Test, the Houghton-Mifflin End-of-level 11 Basic Reading Test (BRT), and the Word Reading Test. A subgroup of 20 children was tested a second time on the BRT. Traditional psychometric correlational analyses as well as specific strategies for examining the adequacy of criterion-referenced tests were applied to the data to investigate the following dimensions of the technical adequacy of the BRT: (1) consistency of student performance across two administrations of the BRT, and (2) criterion validity of the BRT scores with respect to two other measures of reading proficiency and criterion validity of the BRT mastery/nonmastery decisions with respect to pre/post instructional status. Results indicated that the reliability and validity of the BRT was less than adequate, and that both strategies for investigating the adequacy of a criterion-referenced test were useful and provided complementary information. Implications for the development and use of criterion-referenced instruments are discussed. (Author)

ED 236 255 UD 023 044

Literacy and New York City's High School Aged Youth. Final Report.
New York City Office of the Mayor, N.Y.
PUB DATE- 20 Jan 82
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTIONS- Adult Basic Education; Basic Skills; Demonstration Programs; *Dropouts; Employment Programs; Evaluation Criteria; *Functional Literacy; High Schools; *Illiteracy; Job Training; *Literacy Education; Pilot Projects; *Remedial Instruction; Remedial Reading; *Secondary School Students
IDENTIFIERS- *New York (New York)

This report presents the findings and recommendations of the Youth Literacy Task Force of New York City. Included in the report are the following: a brief description of the Task Force's activities; a description of what the Task Force decided were appropriate and feasible effectiveness criteria for literacy programs for 14-21 year olds; a list of what the Task Force saw as the essential components of literacy programs that could meet these criteria; an analysis of the availability of appropriate literacy services; and recommendations on ways the city can begin to meet the problem within existing fiscal and institutional contraints. Recommended are: (1) the development of 10 in-school reading academies, each capable of enrolling 200 students; (2) the development of 6 pilot employment training centers in which literacy and employment skills are taught in an integrated manner; (3) the expansion of supplemental or part-time evening programs such as adult education centers to enable them to incorporate an additional 1,000 18-21 year olds; and (4) the establishment of a technical assistance corporation to provide a range of support services to the three program prototypes indicated above as well as to many smaller-scale literacy programs run by community-based agencies throughout the city. Listed in appendices are the membership of the Task Force, programs visited by the Task Force, and the methodology used for computing the number of illiterate 14-21 year olds in New York City. (CMG)

ED 236 269 UD 023 136

Kindergarten Curriculum Guide. Primary Education Program.
Duval County Schools, Jacksonville, Fla.

PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Basic Skills; Behavioral Objectives; *Concept Formation; Curriculum Guides; Kindergarten; *Mathematics Instruction; *Motor Development; Primary Education; *Reading Instruction; Resource Materials; Skill Development; *Writing Instruction

This guide to the primary education program was developed for use in kindergartens in Duval County Public Schools, Jacksonville, Florida. An overview of the program is followed by a section on preplanning, which deals with curriculum planning, classroom arrangement, centers and materials, classroom management, themes for the year, lesson plans for the first week, and basic skills. The greater part of the manual is devoted to monthly guides, each divided into short sections on thinking ahead, skills, concepts, resources, special experiences, recipes, and a parent newsletter that suggests activities to strengthen skills and concepts and recommends selected children's books. The section on skills in each guide is divided into four areas: reading, writing, mathematics, and gross motor skills. (CMG)

ED 236 300 UD 023 189

Ianni, Francis A.J.
Home, School, and Community in Adolescent Education. ERIC/CUE Urban Diversity Series No. 84.
Columbia Univ., New York, N.Y. Teachers College.; ERIC Clearinghouse on Urban Education, New York, N.Y.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Aug 83
CONTRACT- 400-82-0012
AVAILABLE FROM- ERIC Clearinghouse on Urban Education, Box 40, Teachers College, Columbia University, New York, NY 10027 ($5.00).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTIONS- *Adolescents; *Behavior Development; Delinquency; Family Influence; Institutional Characteristics; *Institutional Cooperation; Juvenile Courts; Mass Media Effects; Peer Influence; *Personality Development; School Attitudes; *Social Development; *Social Psychology; Student School Relationship; Work Attitudes
IDENTIFIERS- *Psychosocial Development

Current research on adolescence provides plenty of facts about delinquency, unemployment, and illegitimacy, yet tells us little or nothing about the inner life of adolescents. In an attempt to provide more information, the research reported on here describes the "periods" of adolescence as they are structured in the various social-institutional contexts of the family, the school, the workplace, the media, the criminal justice system, and the peer group. Also discussed is how these social systems interact to produce a code or codes of rules internalized by individual adolescents. Data from ethnographic fieldwork in urban, suburban, and rural communities in the United States, from psychodynamic interviews with youth in these same communities, and from the research and practice literature in each of the institutional contexts illustrate the connections and conflicts between and among the institutional contexts and how youth internalize this pattern of organization. The findings of the research lead to the development of a model of the psychosocial organization of adolesence. This model emphasizes linkage among social institutions in a community approach to youth in order to help the adolescent make the transition to adulthood without unnecessary delays and confusion. (CMG)

ED 236 175 TM 830 676

Green, Donald Ross; Yen, Wendy M.
Number Correct versus Pattern Scoring: Results for Ethnic Groups.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Basic Skills; *Black Students; Elementary Education; Guessing (Tests); *Scoring; Standardized Tests; Test Bias; *Testing Problems; Testing Programs
IDENTIFIERS- Comprehensive Tests of Basic Skills; *Number Right Scoring; *Pattern Scoring

The Comprehensive Tests of Basic Skills, Form U, is scored in two ways: number-correct and pattern. The latter makes use of the information about which particular items are answered correctly, giving more weight to the more discriminating items and making allowances for guessing. Critics have suggested that black students are penalized by pattern scoring on the ground that they tend to guess more than others. For this study results for two tests at each of four different levels (and grades) of the battery were used. The two tests were Reading Comprehension and Mathematics Concepts and Applications. The data used were drawn from both the 1980 Fall and 1981 Spring standardizations of levels D, F, G, and H of the battery given at grades 2, 4, 6, and 8 respectively. A comparison of the mean differences between the two types of scores for blacks (n=4760) and others (n=25,280) did not support the contention that blacks are penalized by pattern scoring. (Author/PN)

ED 236 207 TM 830 716

Lord, Frederic M.; Wingersky, Marilyn S.
Comparison of IRT Observed-Score and True-Score 'Equatings.'
Educational Testing Service, Princeton, N.J.
SPONS. AGENCY- Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.
REPORT NO.- ETS-RR-83-26-ONR
PUB DATE- Jul 83
CONTRACT- N00014-80-C-0402
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Comparative Analysis; *Equated Scores; Estimation (Mathematics); *Latent Trait Theory; Measurement Techniques; Reliability; *Scores; Statistical Analysis; *True Scores

Two methods of 'equating' tests using item response theory (IRT) are compared, one using true scores, the other using the estimated distribution of observed scores. On the data studied, they yield almost indistinguishable results. This is a reassuring result for users of IRT equating methods. (Author)

ED 236 240 TM 830 767

Froese, V.
Trends in Canadian Provincial Reading Assessments. Revised Version.
PUB DATE- Jun 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Achievement Tests; *Educational Assessment; Elementary Secondary Education; Foreign Countries; Item Banks; Literacy; *Reading Tests; Standardized Tests; *State Programs
IDENTIFIERS- *Canada; *Provincial Examinations

The purpose of this paper is to examine the assessment procedures initiated and used by most Canadian provinces during the past decade to describe public school reading achievement, to identify commonalities and differences among those procedures, and to comment on the significance of the identified trends. The stated purposes of evaluation included information for decision-making, the provision of comparative information across time or location, curriculum improvement, professional development, and the creation of test banks for teacher use. During the late sixties and early seventies, most provinces moved away from "departmental examinations" toward the establishment of "joint committees/task forces" on evaluation, designed to provide more public input into educational decision-making. The latter half of the seventies produced an observable movement towards the use of standardized achievement tests in the assessment of provincial progress. The early eighties saw the emergence of provincially constructed achievement tests similar in nature to commercially produced tests, but based specifically on the curricula in force in a particular province. Recent decisions in Alberta and British Columbia appear to reintroduce compulsory province-wide examinations, possibly signalling a repetition of the cycle begun in the late sixties. (BW)

ED 236 285 UD 023 171

Lanese, James
Reinforcement Science Skills Project. Disadvantaged Pupil Program Fund. Final Evaluation Report, 1982-1983.
Cleveland Public Schools, OH. Dept. of Research and Analysis.
PUB DATE- Jul 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Achievement Gains; *Compensatory Education; Educationally Disadvantaged; Elementary Education; *Inservice Teacher Education; *Program Effectiveness; Program Evaluation; *Science Instruction; *Skill Development; Teacher Response; Urban Schools
IDENTIFIERS- Cleveland Public Schools OH

The Reinforcement Science Skills Project of the Cleveland Public Schools is designed to meet the science education needs of urban elementary and junior high school students. The project provides specially designated materials and teacher training in their use at selected and inservice sessions for teachers in nontargeted schools. Results at the elementary level in 1982-83 indicate that (1) 65.2 percent of fifth graders in the selected schools showed a pre-posttest gain of 10 percent on a locally developed test measuring understanding of physical science concepts; (2) although responses to the inservice sessions for teachers from the selected schools were positive, they fell short of the objective level of 80 percent; (3) at least 80 percent of the elementary science teachers in grade 5 who took part in a series of inservice workshops rated them as successful; and (4) elementary science teachers in the nontargeted schools received appropriate inservice training. Results at the secondary level show that students at the selected schools did not attain the targeted gain of a pre-posttest measure of their achievement; junior high school teachers received appropriate inservice training; and the inservice training was judged by at least 80 percent of those receiving it to be successful. (CMG)

ED 236 158 TM 830 415

Gross, Susan
Follow-up Evaluation of Mark Twain Students.
Montgomery County Public Schools, Rockville, Md. Dept. of Educational Accountability.
PUB DATE- May 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Behavior Problems; Behavior Standards; Elementary Secondary Education; *Emotional Disturbances; Followup Studies; *Individualized Education Programs; Learning Disabilities; *Learning Problems; Mainstreaming; School Districts; Special Education; *Student Evaluation
IDENTIFIERS- *Montgomery County Public Schools MD

The Mark Twain School provides a short term individualized educational program for seriously emotionally disturbed students with learning problems in grades 6 through 12 in Montgomery County (Maryland) Public Schools (MCPS). During the 1980-81 school year the Department of Educational Accountability, at the request of the Office of Continuum Education and the Mark Twain School, conducted a follow-up evaluation of 121 former Mark Twain students who had returned to regular MCPS programs during 1978-80. This evaluation was conducted for two purposes: (1) to provide data on the success of these former Mark Twain students, and (2) to develop a set of evaluation instruments and/or procedures which could be used in subsequent follow-up efforts. Data were collected via telephone interviews with parents, surveys of administrators, behavior checklists completed by teachers, report cards, and student records. Analysis of the data indicated that many of the former Mark Twain students are performing satisfactorily in their current school with only minimal support in the form of special education services, and some are doing very well. Additionally, current returnees are performing somewhat better in the regular school environment than were earlier cohorts of returnees. A four-page executive summary is included. (PN)

ED 236 224 TM 830 745

Wilson, Morris D.
The Assessment of Composition Skills. Pre/Post Results: Group I.
Des Moines Public Schools, IA. Dept. of Evaluation and Research.
PUB DATE- 22 Jul 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Achievement Gains; Educational Assessment; Holistic Approach; *Pretests Posttests; Program Effectiveness; Scoring; Secondary Education; *Writing Evaluation; *Writing Improvement; Writing Skills
IDENTIFIERS- Des Moines Public Schools IA

The initial stimulus for measuring the composition skills of students in the Des Moines (IA) Independent Community School District came in 1980-81 when the school board adopted a goal for the year which stated: "The district should have school programs that improve pupils' competency in written expression." The intent of the original writing assessment evaluation design was to provide pre/post assessments for two groups of students in order to determine if satisfactory growth in composition skills was being realized. The instrument, a copy of which is in Appendix A, was administered to 2,198 ninth-grade students in September 1981, and to the same students in May 1983. The 1982-83 freshman class has also been pre-tested, and will be post-tested in May 1984. Each student's essay was scored holistically and in terms of six specific composition traits (holistic, development, organization, language choice, sentence structure, and mechanics). The average scores across all six scales showed moderate overall gains for the first group of students, but further analysis revealed that around 40 percent of the individual students failed to show any progress on five of the six score scales. (BW)

ED 236 145 SP 023 193

Student Health Mandate Report and Preliminary Recommendations.
Illinois State Board of Education, Springfield.
PUB DATE- Oct 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Evaluative/Feasibility (142) Legal/Legislative/Regulatory Materials (090)
DESCRIPTIONS- *Auditory Tests; Dental Evaluation; Elementary Secondary Education; Health Needs; *Immunization Programs; Program Evaluation; *Public Health Legislation; *School Health Services; *State Legislation; *Vision Tests
IDENTIFIERS- *Illinois

A study of the health mandates placed on elementary and secondary education in Illinois was initiated in September 1981. Rules and regulations requiring health examinations, screening of vision, hearing, and dental status, and immunization against certain preventable communicable diseases were reviewed. Analysis focused on five study questions: (1) What desirable condition or outcome is called for by the mandate? (2) In the absence of the mandate would the condition or outcome be achieved? (3) Can the mandate yield the desired results? (4) Could desired results be achieved if the mandate were defined or implemented differently? and (5) Does the mandate reflect a compelling state interest? This report includes an historical perspective, a discussion of the study methodology, a discussion of the major issues relating to the mandates, a set of conclusions, and preliminary recommendations. Appendices include selections from the rules and regulations set forth by the School Code of Illinois, the State Board of Education, and the Illinois Department of Public Health. (JD)

ED 236 208 TM 830 719

Francis, Alexandria S.; Holmes, Susan E.

Criterion-Referenced Standard-Setting in Certification and Licensure: Defining the Minimally Competent Candidate.

PUB DATE- Aug 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Certification; *Criterion Referenced Tests; *Cutting Scores; *Interrater Reliability; Measurement Techniques; *Minimum Competencies; Standards; Testing Problems
IDENTIFIERS- *Standard Setting

Discrepancies among the standards produced by different criterion-referenced standard-setting techniques may be the result of a failure to adequately define the minimally competent candidate. Current research in this area is reviewed in terms of three categories: studies in which no formal assistance in conceptualization is given to judges, studies in which conceptualization is accomplished through discussion including the review of relevant materials, and studies in which empirical information about test items or test performance is used. Two standard-setting studies using a combination of these techniques are discussed in detail. (Author)

ED 236 270 UD 023 139

Cason, Constance; And Others
Teachers Guide to Social Studies in the Senior High School.
Duval County Schools, Jacksonville, Fla.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF03/PC24 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Anthropology; *Behavioral Objectives; Biblical Literature; Course Descriptions; Curriculum Guides; Economics Education; European History; High Schools; History Instruction; Intergroup Education; Political Science; Psychology; Resource Materials; *Social Sciences; *Social Studies; Sociology; State History; United States Government (Course); United States History; Urban Studies; World Geography; World History
IDENTIFIERS- Florida

This guide to the social studies was developed for use in the senior high schools of Duval County, Jacksonville, Florida. Topics covered are United States government, United States history, anthropology, bible history, comparative institutions, European history, Florida history, human relations, political science, economics, psychology, sociology, urban affairs, world history, and world geography. A course outline, a detailed list of performance objectives, and a key to the recommended instructional materials are provided for each course listed in this guide. (CMG)

Pritchard, Betty; Smarr, James
Perceptions of Education. A Public Opinion Survey of Macomb County Residents.
Macomb County Community Coll., Warren, Mich.
PUB DATE- May 83
AVAILABLE FROM- Macomb Community College, 44575 Garfield Road, Bldg. F-134, Mt. Clemens, MI 48044 ($10.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Adults; Educational Improvement; *Educational Quality; Outcomes of Education; *Public Opinion; *Public Support; *School Effectiveness; Surveys
IDENTIFIERS- Michigan (Macomb County); *National Commission on Excellence in Education; *Nation at Risk (A)

This survey assesses the local impact and issues presented in the National Commission on Excellence in Education's report, entitled "A Nation at Risk: The Imperative for Educational Reform." Macomb County, Michigan, residents no longer view unemployment as their number one problem. Although unemployment remains a major concern, almost one-third of the county's households cite high taxes as their main problem. A distant third (6 percent) is the concern for quality schools and education. Two weeks after its release, of the 37 percent of the residents aware of the federal report, 43 percent offered agreement with either its accuracy or results; 9 percent disagreed with the report. Among all county residents, 83 percent think the nation is risking the well-being of its people because of educational shortcoming, and 71 percent give improvement in education a high or top priority. County residents support: (1) an increase in the number and extent of basic required courses; (2) required standardized exit exams for high school graduation; (3) a greater amount of student homework; (4) a longer school day, but not a longer school year; and (5) increased and performance-based teachers' salaries, tied to an effective evaluation system. (Author/PN)

ED 236 192 TM 830 701

Wesson, Caren
Two Student Self-Management Techniques Applied to Data-Based Program Modification.
Minnesota Univ., Minneapolis. Inst. for Research on Learning Disabilities.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
REPORT NO.- IRLD-RR-115
PUB DATE- Apr 83
CONTRACT- 300-80-0622
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Elementary Education; Evaluation Methods; *Individualized Education Programs; *Instructional Development; *Reading Improvement; Reading Programs; *Self Evaluation (Individuals); Special Education Teachers; *Student Participation; Student Records
IDENTIFIERS- *Self Management; Student Self Management Techniques

Two student self-management techniques, student charting and student selection of instructional activities, were applied to ongoing data-based program modification. Forty-two elementary school resource room students were assigned randomly (within teacher) to one of three treatment conditions: Teacher Chart-Teacher Select Instructional Activities (TC-TSA), Student Chart-Teacher Select Instructional Activities (SC-TSA), and Student Chart-Student Select Instructional Activities (SC-SSA). Statistical analyses indicated that the SC-SSA group improved on all three dependent measures of words read correctly from passages, whereas the TC-TSA and SC-TSA groups each improved on two of these. Also, the SC-SSA group was the only treatment condition that improved on the standardized reading test measure. Implications for making substantive changes in instructional plans are discussed. (Author)

ED 236 241 TM 830 768

Alton-Lee, Adrienne; Haberfield, Robin

Understanding Teaching and Learning in Classrooms: A Predictive Case Study Approach (Methodology, Preliminary Results and Implications for Teachers).

PUB DATE- Dec 82

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTIONS- *Academic Achievement; *Case Studies; *Classroom Environment; Classroom Observation Techniques; Conservation (Environment); Elementary School Science; Foreign Countries; Intermediate Grades; Interviews; *Learning Processes; Memory; Peer Relationship; *Predictor Variables; Pretests Posttests; Student Attitudes; Student Teacher Relationship; Teaching Methods

IDENTIFIERS- New Zealand

Data were gathered, using pre and posttests and interviews, on the learning of individual students during a seven-week unit on a science topic (conservation) in a fourth grade classroom. Case studies of the learning experiences of each child, based on recordings and detailed observations of all class activities, were used to predict student learning and memory for each content item in the posttests. Analysis of the predictions made by researcher and class teacher revealed the significance of type of class activity, student learning and friendship hierarchies, prior knowledge and experience, and the teacher's ability to diagnose student misunderstanding. A model of effective teaching and the Haberlee Evaluation technique are described. (Author)

ED 236 256 UD 023 048

The Career Intern Program: A Serious Solution to Youth Unemployment. A Decade of Difference: 1972-1982.

Opportunities Industrialization Centers of America, Inc., Philadelphia, Pa.

PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - General (140)
DESCRIPTIONS- Academic Persistence; Career Awareness; *Career Education; Career Exploration; *Disadvantaged Youth; *Dropout Prevention; *Educational Cooperation; High Schools; Internship Programs; *Nontraditional Education; Potential Dropouts; School Business Relationship; School Holding Power; Work Experience Programs; *Youth Employment
IDENTIFIERS- *Career Intern Program

The Career Intern Program (CIP), inititated by the Opportunities Industrialization Centers of America (OIC/A) in Philadelphia, Pennsylvania, in 1972, is an alternative high school for dropouts and potential dropouts and for youth who are otherwise educationally and economically disadvantaged and unemployable. CIP operates with the endoresment of, and cooperative support from, local school systems and involves all segments of society, from family and peers to business and industry. After 10 years of rigorous testing and evaluation, the evidence shows that CIP has been instrumental in helping thousands of youth to complete high school and enter into postsecondary education, training, and employment situations. This publication begins with a discussion of CIP's background and its roots in OIC/A. Next comes a brief description of the program, covering recruitment, the intake interview, orientation, curricular design, and the three phases of program design: career awareness, career exploration, and career specialization. The greater part of the publication is devoted to providing samples of the thoughts, perceptions, and opinions of those who support CIP. This support comes from the business and industrial communities, local school systems, and colleges and training institutions, as well as from professionals, social service and community agency personnel, parents, interns, and researchers. Lists of CIP supporters and CIP graduates and their placements are appended. (CMG)

ED 236 286 UD 023 172

Morton-Watts, Gwendolyn
Classroom Support Program. Disadvantaged Pupil Program Fund. Evaluation Report, 1982-1983.
Cleveland Public Schools, OH. Dept. of Research and Analysis.
PUB DATE- Jul 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Administrators; *Compensatory Education; Daily Living Skills; Educationally Disadvantaged; Elementary Secondary Education; English Instruction; Inservice Education; Instructional Improvement; *Program Effectiveness; Program Evaluation; Reading Instruction; *Services; Social Studies; *Supervisors; *Teachers; Technical Assistance; Video Equipment
IDENTIFIERS- Cleveland Public Schools OH

Evaluated here is the 1982-83 Classroom Support Program of the Cleveland Public Schools. The project is designed to provide a variety of support services to teachers, administrators, and supervisors and to enhance the quality of instruction provided to disadvantaged students. The program's separate components serve six specific areas: elementary reading, elementary and secondary social studies, functional life skills, instructional improvement, secondary English/reading, and video services. Service delivery in these areas is provided through individual teacher conferences, demonstration teaching sessions, inservice workshops, curriculum materials development sessions, classroom observations, dissemination of materials, and technical assistance with video tapings and photography. During the 1982-83 school year, the Classroom Support Program provided curriculum materials for disadvantaged learners, inservice training for 1,297 teachers, inservice training for administrators and supervisors, and technical assistance. All nine objectives for the school year were attained, and questionnaires, on-site visits, and informal interviews revealed positive and enthusiastic student, teacher, and principal responses. (CMG)

ED 236 301 UD 023 191

Farkas, George; And Others

Impacts from the Youth Incentive Entitlement Pilot Projects: Participation, Work, and Schooling Over the Full Program Period.

Manpower Demonstration Research Corp., New York, N.Y.

SPONS. AGENCY- Employment and Training Administration (DOL), Washington, D.C. Office of Youth Programs.; Employment of Training Administration (DOL), Washington, D.C. Office of Research and Development.
PUB DATE- Dec 82
GRANT- 28-36-78-36
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Black Employment; *Demonstration Programs; Disadvantaged Youth; *Dropout Prevention; Economically Disadvantaged; *Education Work Relationship; High School Graduates; High School Students; Hispanic Americans; Job Development; *Low Income Groups; Out of School Youth; Program Effectiveness; Program Evaluation; Reentry Students; Secondary Education; *Student Employment; *Welfare Recipients; Youth Employment
IDENTIFIERS- *Youth Entitlement Incentive Pilot Projects

The Youth Incentive Entitlement Pilot Projects (YIEPP) demonstration, which was in full operation from 1978 to 1980, was established to test the efficacy of work combined with education as a remedy for high unemployment, low labor force participation, and the excessive school dropout rate of teenagers. YIEPP offered Federal minimum-wage jobs (part-time during the school year, full-time during the summer) to 16- to 19-year-olds from low-income or welfare households, with the condition that they complete their high school education, either through traditional or alternative education programs. Analysis of the impact of the demonstration found that (1) over 56 percent of the eligible youths participated in YIEPP at least once; (2) YIEPP increased the employment/population ratio for eligible youth by 67.5 percent over the ratio expected in the absence of the program; (3) YIEPP was particularly successful with black youth, whose employment, increased by 102.8 percent, became nearly equal to the employment percentages of white male youth; and (4) the smallest statistically significant YIEPP effect was found for Hispanic females, and there were no significant effects for Hispanic males. Additional effects were that total school enrollment increased significantly, the dropout rate decreased, and the rate of return to school (whether in traditional or alternative programs) for out-of-school youth increased. Finally, YIEPP caused a positive joint increase in schooling and work behavior among the key groups of program youth. (CMG)

ED 236 159 TM 830 433

Estes, Gary D.; Demaline, Randy
Phase II: Final Evaluation Report of Minimum Competency Testing Clarification Process.
Northwest Regional Educational Lab., Portland, Oreg.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Jan 82
CONTRACT- 400-80-0105
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Audience Analysis; Elementary Secondary Education; *Evaluation Methods; Hearings; Information Dissemination; *Minimum Competency Testing; Policy Formation; *Program Evaluation; Questionnaires; Testing Problems; Videotape Recordings
IDENTIFIERS- *Adversary Evaluation Model; *Judicial Evaluation Approach

On July 8, 9 and 10, 1981 the National Institute of Education (NIE) sponsored a "hearing" on minimum competency testing (MCT). The hearing, which was to clarify issues related to MCT, was modeled after adversarial and judicial evaluation approaches. The Northwest Regional Educational Laboratory was responsible for the overall evaluation which was divided into two phases: a process evaluation and an outcome evaluation of the Clarification Process. This report incorporates findings from Phases I and II. It appears that the Clarification Process is a viable approach for studying major education or policy issues. The information produced from this application appears to be most useful for summative or general information purposes. It is recommended that future studies or efforts attempt to begin addressing the extent to which the adversarial nature of the Clarification Process, rather than individuals' testimony and videotape presentations, contributed to the positive evaluations of the Clarification Process. (BW)

ED 236 209 TM 830 720

Peterson, Gary W.
The Development of a Baccalaureate Outcome Measure Based on a Generic Skills Theory of Human Performance.
PUB DATE- 11 Apr 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTIONS- *Bachelors Degrees; Cognitive Processes; Difficulty Level; *Essay Tests; Higher Education; Interrater Reliability; *Outcomes of Education; Problem Solving; Program Evaluation; *Rating Scales; *Test Construction; Test Reliability

Even though several national testing firms have developed measures to evaluate the effectiveness of baccalaureate education, there continues to be a general reluctance on the part of faculty in colleges and universities to accept these measures as criteria on which to evaluate educational programs. Some of the resistance appears to lie in the lack of validity of commercially prepared tests as measures of their competencies (often 50 to 100 in number), the amount of cost and effort to evaluate these competencies with the kinds of performance tests they seem to prefer, and questionable psychometric rigor of locally made performance tests. A series of three prototypical real-life problem solving exercises and rating criteria were developed to address these limitations. A theory of human performance provides a rationale for the development of the generic skills test. The stimuli are in the form of real-life scenarios, and require short-answer essay responses. Rating scales use descriptions of high, medium and low performance attributes to evaluate responses. The results of a field test indicate that the difficulty level of exercises appears acceptable, the problem-solving constructs are independent and meaningful, and that the interrater and alpha reliabilities are sufficiently high to warrant its use as a program evaluation instrument. The contribution of basic intellectual factors, maturation and educational experiences to generic performance should be ascertained through further research. (Author)

ED 236 225 TM 830 746

Tompkins, John F.

Chapter I Parent Involvement Component, 1982-83. Report of Evaluation.

Des Moines Public Schools, IA. Dept. of Evaluation and Research.

PUB DATE- 25 Jul 83

AVAILABLE FROM- Department of Evaluation and Research, 1800 Grand Ave., Des Moines, IA 50307-3382.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTIONS- Compensatory Education; Elementary Secondary Education; Needs Assessment; Parent Attitudes; *Parent Participation; Parent School Relationship; Program Costs; *Program Evaluation

IDENTIFIERS- *Des Moines Public Schools IA; *Education Consolidation Improvement Act Chapter 1

Parent involvement has always been a vital component of the Des Moines (IA) Independent Community School District Chapter I program. A total of 125 parent activities were conducted at Chapter I buildings during the 1982-83 school year. These activities covered a wide range of topics and events. The individual filling the position of School/Community Liaison was largely responsible for setting up such activities. Parents responded in a positive manner to items on a survey requesting responses concerning several facets of the parent involvement program. With the reduction of the School/Community Liaison position, parent involvement in Chapter I will cease to be a separate component in 1983-84. Its functions, however, will be picked up as part of the reading and mathematics programs. As parent involvement ceases to exist as a separate component, it is recommended that continued emphasis be placed upon the importance of contacting parents of program students and encouraging their participation in advisory council activities. (Author/BW)

ED 236 271 UD 023 142

Banta, Wendy P.; Suggs, Delores
Social Studies Scope and Sequence. Grade 6.
Duval County Schools, Jacksonville, Fla.
PUB DATE- 80
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Behavioral Objectives; *Cultural Context; Cultural Education; Cultural Influences; *Culture; Curriculum Guides; *Environmental Influences; Grade 6; Intermediate Grades; *Social Studies; *World History

Developed for sixth grade in Duval County Public Schools, Jacksonville, Florida, this is a scope and sequence guide for Social Studies. The central theme is stated as "changing world cultures" with emphasis on the relationships between people and their environments at various times in history and changes occurring in these relationships. Primary and secondary ideas stemming from the central theme are given for each unit of study as well as performance objectives based upon secondary ideas. A key to recommended instructional materials is also provided. (CMG)

ED 236 146 SP 023 194

Wilson, Lura
Teaching Archery.
New York State Education Dept., Albany. Bureau of General Education Curriculum Development.
PUB DATE- 77
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Archery; *Curriculum Development; Disabilities; Elementary Secondary Education; *Equipment Standards; Leisure Education; Lifetime Sports; *Physical Education Teachers; Recreational Activities; *Teaching Methods

The ancient sport of archery is particularly appropriate for physical education in the space age. It is a projectile sport: in order to hit the gold, the archer must use many of the principles that scientists used in putting men on the moon. Since 1972, when the United States team returned from the Summer Olympic Games with two gold medals in target archery, the sport has become increasingly popular with Americans of all ages and physical capabilites, including the handicapped. Because it requires close coordination between the eyes and back, shoulder, arm, hand, and finger muscles, archery is considered an important rehabilitation activity for paraplegics and is one of the major events in the National Wheelchair Games. "Teaching Archery" is the first in a series of curriculum guides for group instruction in leisure time activity. This curriculum guide is divided into four major sections. Section 1 discusses facilities and guidelines for selecting and/or making equipment. Section 2, entitled "Teaching and Learning," outlines the preliminaries, a suggested six-session plan of instruction, strategies for group teaching, problem diagnosis and prescription, quick analogy teaching cues, assessment and evaluation, crossdisciplinary activities, and extra class opportunities. Section 3 contains a glossary of terms, and section 4 lists selected resource materials. (JMK)

ED 236 193 TM 830 702

Wesson, Caren; And Others
The Impact of the Structure of Instruction and the Use of Technically Adequate Instructional Data on Reading Improvement.
Minnesota Univ., Minneapolis. Inst. for Research on Learning Disabilities.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
REPORT NO.- IRLD-RR-116
PUB DATE- May 83
CONTRACT- 300-80-0622
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Criterion Referenced Tests; Decision Making; Diagnostic Teaching; Elementary Education; Evaluation Methods; *Individualized Education Programs; *Instructional Development; Measurement Techniques; Rating Scales; *Reading Achievement; *Reading Instruction; Special Education Teachers; *Student Evaluation
IDENTIFIERS- Accuracy of Implementation Rating Scale

The purpose of this study was to ascertain the effects of two factors, the data base used for instructional decision making and the structure of instruction, on student achievement. The dependent data were the number of words read correctly by 117 elementary school students on three basal reading passages. Students were rank ordered in two ways: first by the degree of implementation of a technically adequate curriculum-based measurement and evaluation system, and second by the degree of structure in their instructional programs. The top 27 percent were compared to the bottom 27 percent for both variables. The t tests on the mean z scores indicated no difference in achievement due to the structure of instruction. A significant difference was found between high and low implementation groups on one reading passage; differences between scores on two other passages were not significant but were in the same direction, supporting the hypothesis that a high degree of implementation of a technically adequate data system does lead to greater achievement. The discussion addresses implications for teaching practices. (Author)

ED 236 242 TM 830 769

Lutz, William

What We Know and Don't Know: Needed Research in Writing Assessment.

PUB DATE- 12 Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- *Educational Assessment; Essay Tests; Higher Education; Multiple Choice Tests; *Research Needs; Testing Problems; Test Length; Test Validity; *Writing Evaluation

After an extensive review of the available research on large-scale writing assessment, certain issues in writing assessment seem to be unresolved, and still other issues are not supported by adequate research. This paper reviews the basic issues in writing assessment, points out which topics are supported by strong research, and which topics are not supported by research and need to be studied further before any definitive statements can be made about them. Among the topics discussed as needing research are the use of the 45-minute essay as opposed to the 20-minute essay, the use of multiple-choice tests to assess writing, and the effect of item types on writing assessment. Specific topics for further research are listed. (Author)

ED 236 257 UD 023 054

Lawrence Children's Health Project/EPSDT. A Proposal to Integrate Health and Special Education Services for Children in a School-Based Demonstration Project. Final Report.

Merrimack Education Center, Chelmsford, Mass.

SPONS. AGENCY- Health Care Financing Administration (DHHS), Washington, DC.

PUB DATE- Aug 82

LANGUAGE- English

EDRS Price - MF01/PC08 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTIONS- *Agency Cooperation; *Children; *Cooperative Programs; *Demonstration Programs; Elementary Education; Health Education; Health Programs; Improvement Programs; *School Health Services; Special Education

IDENTIFIERS- Chapter 766 (Massachusetts); Early Periodic Screening Diagnosis and Treatment; Lawrence Childrens Health Project MA; Massachusetts (Lawrence)

This final report describes the Lawrence Children's Health Project (LCHP), set up in Lawrence, Massachusetts in 1979, in order to demonstrate and evaluate the feasibility and cost-effectiveness of an interagency approach to providing health care to children through a school-based local resource network. The LCHP service delivery is said to have met the mandates of both Federal (Early Periodic Screening, Diagnosis and Treatment) and State (Special Education Chapter 766) laws. The project enrolled over 85 percent of the students in six schools and screened over 2,000 children. The major project elements are described: enrollment, screening--physical and developmental, referral, follow-up, client flow, training, billing, management information system (MIS), and brokering. A short discussion of future project activities is followed by a section dealing with the major milestones for each of the project's objectives: broker model; service delivery; MIS; training; and evaluation and dissemination. A financial statement is followed by detailed appendices: (1) a list of major project products and reports; (2) an early childhood pamphlet (English/Spanish); (3) an organizational chart; (4) a school health-policy guide ; (5) a summary report (Spring 1982); (6) a description of the microcomputer information system ; and (7) the Merrimack Education Center's letter of agreement with the Lawrence public schools. The report concludes that the LCHP has demonstrated that brokering of children's health care can be coupled with school-based EPSDT (Early Periodic Screening, Diagnosis and Treatment) services as a realistic alternative to conventional models of health service delivery for children. (CMG)

ED 236 287 UD 023 173

Miller, Katherine H.

Motivational and Self-Imagery Development Job Development. Disadvantaged Pupil Program Fund. Final Evaluation Report, 1982-83.

Cleveland Public Schools, OH. Dept. of Research and Analysis.

PUB DATE- Jul 83

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTIONS- Career Counseling; *Career Education; *Career Exploration; *Compensatory Education; Educationally Disadvantaged; Employment Qualifications; Grade 8; Grade 9; Grade 11; Grade 12; *Job Placement; Occupational Information; *Program Effectiveness; Program Evaluation; Secondary Education

IDENTIFIERS- Cleveland Public Schools OH

This report evaluates the 1982-83 Motivational and Self-Imagery Development/Job Development project in the Cleveland Public Schools. The project's purpose is to present job information to students in grades 11 and 12 and to provide assistance in placing students in fulltime jobs after graduation. Students in grades 8 and 9 are also introduced to a variety of occupations and given special assistance in preparing for careers that interest them. In the 1982-83 school year, services included job development classes, field trips to job sites, resource speakers from area businesses, and a job fair at which 53 business representatives interviewed 500 students for actual jobs. Of the project's three objectives, two were achieved: (1) 60 percent of the 1982 graduates participating in the program were placed in fulltime jobs by January 1983; and (2) selected students in grades 8 and 9 were given the opportunity to explore career choices and to qualify for careers through proper education and training. The third objective, that project participants show a 25 percent increase in their knowledge of the world of work, was not achieved. (CMG)

ED 236 177 TM 830 681

Sax, Gilbert; Reiter, Pauline B.

Reliability and Validity of Two-Option Multiple-Choice and Comparably Written True-False Items.

PUB DATE- 80

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTIONS- Analysis of Variance; Correlation; Higher Education; *Item Analysis; Multiple Choice Tests; Objective Tests; *Test Format; *Test Items; *Test Reliability; *Test Validity

Despite the popularity of both multiple-choice (MC) and true-false (TF) items, most investigations comparing the two formats have done so to determine the optimum number of choices to be given to students within a given time period. The purpose of this investigation was to compare the reliabilities and the validities of both formats when the items were identical except that the MC format presented examinees with a correct and incorrect option while the TF format included one of these two options in the stem. On the TF forms, students responded to a TRUE or to a FALSE option. Items in both formats were further analyzed by developing a MC and TF form having high point biserial correlations; another set of items used distractors chosen at random (all items had been administered previously). A one-way Analysis of Variance (ANOVA) was significant at the .01 level with the MC items yielding the higher means. No differences were found among the Kuder-Richardson reliability coefficients or among the validity coefficients (measured by correlating test scores with overall grade point average). Additional subjects have been tested, and data are being analyzed with a 2X2 factorial ANOVA (MC-TF and two levels of discrimination). (Author/PN)

Tompkins, John F.; Weslander, Darrell
Programs Funded by Block Grants. Reports of Evaluations, 1982-83.
Des Moines Public Schools, IA. Dept. of Evaluation and Research.
PUB DATE- 15 Aug 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Block Grants; Extended School Day; Fine Arts; Instructional Materials; Kindergarten; Learning Laboratories; Library Materials; Mathematics Instruction; Private Schools; *Program Effectiveness; *Program Evaluation; Reading Instruction; Reading Programs; Resource Centers; Traditional Schools
IDENTIFIERS- *Des Moines Public Schools IA; Kindergarten Extended Day Program

Eight programs of the Des Moines (Iowa) Independent Community School District were funded by block grants: library and instructional materials; fine arts program; resource center; traditional school program; reading program; extended day kindergarten; reading/math lab program; and nonpublic schools program. Each program is described in this report, including a statement of the objectives, a list activities related to the objective(s), a description of the evaluation procedures, an estimate of the number of students participating, an estimated budget of the Chapter 2 Entitlement, and an evaluation abstract. (HFG)

ED 236 272 UD 023 145

Murphy, Diane; And Others
Senior High Physical Sciences.
Duval County Schools, Jacksonville, Fla.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Behavioral Objectives; *Chemistry; Course Descriptions; Curriculum Guides; High Schools; Laboratory Experiments; *Physical Sciences; *Physics; *Science Curriculum; *Science Instruction; Student Research

This curriculum guide to the physical sciences was prepared for use in high schools in Duval County, Jacksonville, Florida. Courses covered for grades 10-12 are chemistry, advanced chemistry, physical science, physics, advanced physics, science survey/physical, and science research. For each course, the following elements are included: notes to the teacher, a course outline, detailed performance objectives, a key to the recommended instructional materials, and a key to laboratory resources. General recommendations and guidelines are provided for science research. (CMG)

ED 236 302 UD 023 193

Hawley, Willis D., Ed.
Effective School Desegregation: Equity, Quality, and Feasibility.
Sage Focus Editions 42
SPONS. AGENCY- Ford Foundation, New York, N.Y.; National Inst. of Education (ED), Washington, DC.
REPORT NO.- ISBN-0-8039-1455-5
PUB DATE- 81
AVAILABLE FROM- Sage Publications, 275 South Beverly Drive, Beverly Hills, CA 90212 ($14.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Collected Works - General (020) Reports - General (140)
DESCRIPTIONS- Academic Achievement; Black Students; Compliance (Legal); *Desegregation Effects; *Desegregation Litigation; Educational Policy; *Educational Quality; Elementary Secondary Education; *Equal Education; Hispanic Americans; Minority Groups; Residential Patterns; *School Effectiveness; Urban to Suburban Migration; Whites

The 12 articles in this book cover most of the significant issues about which judges, policymakers, educators, and parents are concerned when they evaluate and debate the desirability of school desegregation. Part I addresses the legal context of desegregation policy with (1) "Brown in Perspective," by William L. Taylor. The effects of desegregation on students is the subject of Part II, which includes (2) "Reducing Racial Prejudice in Desegregated Schools," by John B. McConahay; (3) "Minority Achievement: Policy Implications of Research," by Robert L. Crain and Rita E. Mahard; (4) "Minority Children: Desegregation, Self-Evaluation, and Achievement Orientation," by Edgar G. Epps; (5) "Hispanic Students and School Desegregation," by Ricardo R. Fernandez and Judith T. Guskin; and (6) "Going to College and Getting a Good Job: The Impact of Desegregation," by James M. McPartland and Jomills Henry Braddock II. Part III deals with the demographics of desegregation with (7) "Understanding White Flight and Doing Something about It," by Christine H. Rossell and Willis D. Hawley; and (8) "Housing Patterns and Desegregation Policy," by Gary Orfield. Finally, Part IV contains articles on organizing schools for effective desegregation with (9) "Cooperative Learning and Desegregation," by Robert E. Slavin; (10) "Implementing Desegregation Decrees," by Mark G. Yudof; (11) "Implementing Attractive Ideas: Problems and Prospects," by James E. Crowfoot and Mark A. Chesler; and (12) "Equity and Quality in Education: Characteristics of Effective Schools," by Willis D. Hawley. (GC)

ED 236 160 TM 830 489

Wendler, Cathy L. W.; Roid, Gale H.

Some Qualities of Peer Nominations in Individual, Classroom, and School Evaluations.

PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTIONS- Academic Achievement; Classroom Environment; *Class Size; Elementary Education; *Peer Evaluation; Predictor Variables; *Self Evaluation (Individuals); *Sociometric Techniques; Student Characteristics; *Student Evaluation
IDENTIFIERS- *Barclay Classroom Assessment System

Research on the use of sociometric ratings (peer nominations) in predicting achievement and school outcomes is briefly reviewed along with developments in instrumentation. Particular attention is given to a newly revised system of collecting teacher and self ratings along with peer nominations in a comprehensive assessment of the affective and social functioning of elementary-school children. An empirical study of the potential effects of class size on the distributions of sociometric choices is presented and peer nominations are found to be robust to classroom size effects. This study suggests that peer nominations continue to be a robust and important predictor of potential learning difficulties in classrooms, when used judiciously in combination with other sources of data. (Author)

ED 236 210 TM 830 722

Nelson, Steven R.
An Evaluation of the Sheridan County School District Alternative School Schedule, 1982-83.
Northwest Regional Educational Lab., Portland, OR. Assessment and Evaluation Program.
SPONS. AGENCY- Sheridan County School District Number One West, Ranchester, WY.
PUB DATE- Jun 83
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Academic Achievement; Attendance Patterns; Curriculum Development; *Educational Quality; Elementary Secondary Education; Inservice Teacher Education; *Instructional Improvement; Program Evaluation; *School Districts; *School Schedules; Student Attitudes
IDENTIFIERS- External Evaluation; *Four Day School Week

During the 1982-83 school year, the Sheridan County School District implemented a 4-day school week alternative schedule. The alternative schedule was approved by the Wyoming State Board of Education on two conditions. First, the State Attorney General must affirm the State Board's right to permit alternative scheduling. Second, an outside evaluation of the approach must be made. The services of the Northwest Regional Educational Laboratory were contracted by the District to plan and conduct an impartial evaluation. The overall purpose of the evaluation was to provide information which would be of value in weighing the advantages and disadvantages of the alternative schedule. The most apparent effect of the four-day schedule was the generation of interest, enthusiasm and support for quality schooling on the part of all segments of the educational community--parents, teachers, students, and administrators. While the findings hint at benefits to be realized from the Sheridan plan, neither positive nor negative outcomes in student achievement could be shown. The community impact was split: most parents saw Fridays as positive opportunities for family activities, but families where both parents were working and the children were of elementary age viewed the four-day week negatively. (BW)

ED 236 243 TM 830 770

Summer School Pilot, 1982: First Report to the Texas Education Agency.

Austin Independent School District, Tex. Office of Research and Evaluation.

SPONS. AGENCY- Texas Education Agency, Austin.
REPORT NO.- AISD-ORE-82-F
PUB DATE- Sep 82
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Numerical/Quantitative Data (110)
DESCRIPTIONS- Basic Skills; Classroom Observation Techniques; Cost Effectiveness; Elementary Education; Grade Repetition; Pilot Projects; *Program Descriptions; *Program Evaluation; *Remedial Programs; School Districts; *Summer Programs; *Summer Schools; Supplementary Education
IDENTIFIERS- *Austin Independent School District TX

Students of the Austin (Texas) Independent School District who had been in first through sixth grade and had been retained at some point in their school careers were eligible to attend the 1982 summer school for retainees. A total of 1,193 students were enrolled for at least part of the summer school, with a 94 percent attendance rate for the days enrolled. The program was designed to provide additional basic skills instruction so that retainees would not fall further behind during the summer and would be better prepared to benefit from the following year's instruction. Data are provided for attendance population, program features and implementation, short-term objectives, cost, and measurement of long-term objectives. A summary of this information plus appendices (labeled A-G) detailing the purpose, procedures, and results for each information source are presented. The information sources include: (1) summer school student file, (2) teacher records, (3) employee master file, (4) classroom observations, (5) project records (program description), (6) mastery tests, and (7) cost analysis. (PN)

ED 236 147 SP 023 195

Dekray, Susan

School Health Education: A Manual for Making It Happen in Your District.

Alaska State Dept. of Health and Social Services, Juneau. Div. of Public Health.

REPORT NO.- AK-DHSS-PH-82-33
PUB DATE- 82
AVAILABLE FROM- Alaska Department of Health and Social Services, Division of Public Health, Health Education Office, Pouch H-06H, Juneau, AK 99811.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Citizen Participation; *Community Involvement; *Community Planning; Community Role; Community Support; Curriculum Development; Elementary Secondary Education; *Health Education; *Health Needs; Health Programs; *Program Development; School Districts
IDENTIFIERS- Alaska; *Task Force Approach

This manual, developed by the Alaska Department of Health and Social Services, is intended to help concerned community members make school health education a reality. It provides suggestions on how to get people organized to take the right steps. The manual's suggestions are based on three statements. First, health education means teaching people how to take responsibility for making health choices. Second, health education needs to start early in a person's life so that good health habits become a natural part of their lifestyle. And third, health education can be done most effectively and efficiently in schools, where students, teachers, and other educational resources are available. The manual contains five sections, with section 1 providing a brief introduction. Section 2 describes how to develop a task force and decide what should be in the school health education program. Section 3 talks about who should be included in the task force and ways of asking people to participate and arranging meetings. Section 4 deals with examining existing health programs, matching community needs with your program, and giving your presentation to the school board. Section 5 contains appendices about information on Alaska's major health problems; the Alaska Department of Education's Criteria for Excellence; and a list of who to contact for more information. (JMK)

McCarson, Carole S.
Results of the Atlanta Public Schools' 1983 Achievement Testing Program. Report No. 17-8.
Atlanta Public Schools, GA. Div. of Research, Evaluation, and Data Processing.
PUB DATE- Jul 83
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
Numerical/Quantitative Data (110)
DESCRIPTIONS- *Achievement Tests; Elementary Secondary Education; Exceptional Persons; *School Districts; Scores; *Testing Programs; *Test Results
IDENTIFIERS- *Atlanta Public Schools GA; California Achievement Tests

The Atlanta Public Schools administers a systemwide achievement testing program annually to assess the academic progress of students enrolled in kindergarten through the eleventh grades. The California Achievement Tests (CAT) were adopted in 1980 for that purpose. The results of the 1983 administration of the CAT are reported in this document. A description of the CAT as well as the administration procedures is provided. Various analyses of the test administration procedures and results are presented. The results of the 1983 Atlanta systemwide achievement testing program revealed several positive findings. There was evidence that test-level assignments have improved. In contrast to the years preceding 1981, essentially all of the regular education students were tested within two levels of their grade placement. In addition, the percentage of students scoring at or below the chance level was lower than it has been since that index has been reported (1975). Provisions were made for the testing of special education students while eliminating those scores from school and system summaries. Eighty percent of the special education students participated in the testing program of 1982. (PN)

ED 236 194 TM 830 703

Tindal, Gerald; Deno, Stanley
Factors Influencing the Agreement between Visual and Statistical Analyses of Time Series Data.
Minnesota Univ., Minneapolis. Inst. for Research on Learning Disabilities.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
REPORT NO.- IRLD-RR-118
PUB DATE- Jun 83
CONTRACT- 300-80-0622
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Adults; *Correlation; *Data Analysis; Elementary School Teachers; Elementary Secondary Education; Graphs; Higher Education; Inservice Teacher Education; Preservice Teacher Education; Research Methodology; Secondary School Teachers; *Statistical Analysis; *Validity; Visual Discrimination; *Visual Perception
IDENTIFIERS- *Data Interpretation; *Time Series Analysis

The focus of this study was on the relationship between visual and statistical analyses of time series data and the degree to which characteristics of the data influenced this relationship. A total of 52 teachers took part in evaluating a series of graphs having prespecified characteristics. The independent variables manipulated included: slope, variability, training, and aimline/decision rules. Generally, the influence of these variables was significant and in the predicted direction. However, the overall level of relationship between the two analytic procedures was modest. The implications of this research are discussed in terms of the manner in which visual analysis is conducted and the procedures needed to establish statistical conclusion validity. (Author)

ED 236 227 TM 830 749

Tompkins, John F.

Resource Room for Talented and Gifted at Edmunds/Jefferson Attendance Center. Report of Evaluation, 1982-83.

Des Moines Public Schools, IA. Dept. of Evaluation and Research.

PUB DATE- 22 Aug 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Elementary Education; *Gifted; Minority Group Children; Parent Attitudes; Participant Satisfaction; *Program Evaluation; Questionnaires; *Resource Room Programs; Student Attitudes; Talent Identification; Teacher Attitudes
IDENTIFIERS- *Des Moines Public Schools IA

During the 1982-83 school year, a resource room for identified talented and gifted students was conducted at the Edmunds-Jefferson Attendance Center, Des Moines (Iowa) Independent Community School District. Identified students attended the resource room on a partial pullout schedule; each student attended the resource room on the average of four hours per week. Enrollment reflected a more favorable balance between majority/minority students than was reported in 1981-82. If gifted and talented students attending Edmunds/Jefferson as part of the magnet program are not counted, the ratio of gifted and talented students to the total attendance center population fell close to the established guidelines of three percent of building enrollment. Students, parents and teachers responded positively on reaction forms designed to gather their input on a number of facets of this program. Some parents felt unfamiliar with the goals and objectives of the program; some also indicated a perceived lack of coordination between classroom teachers and the resource teacher. The Edmunds/Jefferson Resource Room for Talented and Gifted has been incorporated into the total gifted and talented education program to be implemented during the 1983-84 school year. (Author/BW)

ED 236 288 UD 023 174

Miller, Katherine H.

Upward Reach. Disadvantaged Pupil Program Fund. Final Evaluation Report, 1982-83.

Cleveland Public Schools, OH. Dept. of Research and Analysis.

PUB DATE- Jul 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Attendance; Behavior Modification; Career Counseling; Compensatory Education; Delinquent Rehabilitation; *Disadvantaged Youth; Educational Counseling; *High Risk Students; High Schools; *Potential Dropouts; *Program Effectiveness; Program Evaluation; Student Motivation; *Suspension; Youth Agencies
IDENTIFIERS- Cleveland Public Schools OH

This is the final 1982-1983 evaluation of Upward Reach, a project in Cleveland's 12 high schools that provides educational, vocational, and behavioral counseling to students who are identified as potential dropouts or who are returned to school from court agencies. Twelve fulltime counselor aides provide students with individual counseling services and with referrals to other appropriate school-community agencies. Additionally, 10th grade students are provided with part-time after school jobs tied directly to attendance and grades. Available data from the 1982-83 school year show that the project delivered the services proposed to the students targeted to receive them. Students' opinions of the project were high, and project treatment did have a positive effect on rates of attendance, although not enough to meet the objective criterion. The number of suspensions increased for the group of first-year project participants, and the high average number of counselor aide contacts had no positive impact on the number of suspensions. (CMG)

ED 236 273 UD 023 146

Sheaves, David, Comp.
Early Adolescence: A Resource Directory.
North Carolina Univ., Chapel Hill. Center for Early Adolescence.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTIONS- *Adolescents; Advocacy; Clearinghouses; Community Services; Education; Family Life Education; Family Programs; Health Education; *Information Sources; Parent Materials; *Preadolescents; *Resource Materials; Sex Education; Youth Programs

This is a resource directory for professionals who work with young adolescents (10- to 15-year-olds). It is a multidisciplinary list of organizations, publications, and readings to help professionals in their research and practice. Although the directory is not meant to be all-inclusive, an attempt has been made to include the major networks, clearinghouses, and information sources in key subject areas. The directory is divided into seven sections: General/Advocacy; Community Services/Youth Services; Education; Health/Sexuality; Parenting/Family Services; Youth Participation; and U.S. Government Information Clearinghouses. Organizations with more than one scope of interest are placed according to their primary focus. Included in each section are major resource organizations and some of their publications, other publications of interest, and a bibliography of additional reading. Also included in the directory are a subject index and an index of organizations. (CMG)

ED 236 161 TM 830 552

Atkinson, Elaine P.
Introspection as a Technique for Investigating Retention.
PUB DATE- Jun 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Chemistry; Cognitive Processes; *Cues; Foreign Countries; *Memory; *Research Methodology; *Retention (Psychology); Secondary Education
IDENTIFIERS- Australia; Gas Laws (Physics); *Introspection

Introspection is a technique which can be used to explore memory. For this study, two questions were posed: (1) do students who better retain previously learned intellectual skills and propositions report a greater number of links between and within Gagne and White's four memory structures (networks of propositions, intellectual skills, images, and episodes)? and (2) what types of of links are reported by students, and what is the relationship with instruction? Seventy-eight high school chemistry students received instruction on Boyle's Law and Charles' Law; Two days (retention I and 6 weeks (retention II) after completion of instruction, the same retention test was administered individually to all students. After answering each question, the student was asked about thoughts and/or pictures which flashed through his or her mind while deciding how to answer. Student responses were taped, transcribed, and coded. From the codings, the number of reported links between and within the four types of memory structure was calculated and compared to performance on the retention test. Students who better retained previously learned propositions and intellectual skills generally reported a greater number of links between and within the four memory structures. (BW)

ED 236 244 TM 830 771

Summer School Pilot, 1983: Third Report to the Texas Education Agency.

Austin Independent School District, Tex. Office of Research and Evaluation.

SPONS. AGENCY- Texas Education Agency, Austin.
REPORT NO.- AISD-ORE-82.85
PUB DATE- Jul 83
LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
Numerical/Quantitative Data (110)
DESCRIPTIONS- Academic Achievement; Basic Skills; Cost Effectiveness; Elementary Education; Grade Repetition; Pilot Projects; *Program Descriptions; *Program Evaluation; *Remedial Programs; School Districts; Scores; *Summer Schools; Supplementary Education
IDENTIFIERS- *Austin Independent School District TX

The Austin (Texas) Independent School District presents its third and final report to the Texas Education Agency concerning the Summer School Pilot for 1982. This program was designed to provide additional basic skills instruction so that elementary school retainees would not fall further behind during the summer and would be better prepared to benefit from the following year's instruction. Data are provided for program features, short-term results, attendance rates, grade promotion, long-term impact, additional student information, and follow-up activities in reading and math. A summary of this information plus appendices (labeled A-F) detailing the purpose, procedures, and results for each information source are presented. The information sources include: (1) Iowa Tests of Basic Skills, (2) costs, (3) program description, and (4) attendance registers. (PN)

ED 236 258 UD 023 067

Jackson, Murray
Cities, Universities and Civilization.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Colleges; Consortia; *Cooperative Programs; Cultural Centers; Higher Education; *Institutional Cooperation; Interaction; *School Community Relationship; *Urban Areas; Urban Culture; *Urban Environment; *Urban Universities

To fully understand and appreciate urban colleges and universities, it is essential to be aware of and sensitive to the urban environment. The urban university shares both the advantages and the problems of its surrounding city. The cultural institutions and the diverse population of the city are invaluable resources which, inevitably, embody aspects of the problems and challenges confronting urban areas. In spite of these links, little is known about the nature of the exchange between the urban college or university and its environment. Relevant questions touch on (1) the general nature of the urban environment, especially as it influences the university; (2) the areas of the urban environment that are relevant to higher education and are affected by it; (3) the pattern of the relationships between the university and its environment; (4) the impact of the various relationships on the university; and (5) the impact and influences of the relationships, activities, and programs on the urban environment. In Detroit, Michigan, answers to these questions might be most effectively formulated through the development of a consortium of Detroit's institutions of higher education and cultural institutions that can work for the benefit of the entire community, and allow for the development of new dimensions in learning. (CMG)

ED 236 303 UD 023 320

Blank, Rolf K.; And Others
Survey of Magnet Schools. Analyzing a Model for Quality Integrated Education. Executive Summary. Final Report of a National Study.
Abt Associates, Inc., Cambridge, Mass.; Lowry (James H.), and Assoc., Washington, D.C.
SPONS. AGENCY- Department of Education, Washington, DC. Office of Planning, Budget, and Evaluation.
PUB DATE- Sep 83

CONTRACT- 300-81-0420
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Administrator Role; Admission Criteria; Case Studies; Community Involvement; Cost Effectiveness; Educational Assessment; Educational Improvement; *Educational Policy; *Educational Quality; Elementary Secondary Education; *Magnet Schools; *Program Effectiveness; Program Evaluation; Public Education; *School Desegregation; Urban Education; Voluntary Desegregation

Within the context of current discussions on improving urban public education, this report provides an analysis of the magnet school as a model for educational quality and excellence and gives an objective assessment of its potential as a method of improving urban education. A comparative case study methodology combined the collection of quantitative and qualitative data from 15 school districts. Major findings were that magnet schools (1) can and do provide high quality education in terms of instructional quality, curriculum, student-teacher interaction, student learning opportunities, and resource use; (2) provide high quality education without using highly selective methods of student admission; (3) need strong district leadership and innovative and resourceful school leadership; (4) have a significant positive impact on district-wide segregation under certain conditions, including strong policy commitment and effective implementation of a district-wide plan; (5) have slightly higher total costs per student than nonmagnet schools but increase the quality of education and racial integration; and (6) benefit from active community involvement in program planning, design, instruction, and support. The educational issues of the 1980's and the evolution of the magnet school in American education are summarized in this report. Following a presentation of the study's findings, the report outlines a set of 10 key steps in developing a successful magnet program. Finally, policy options applicable at the federal and/or state level and at the local level are discussed. (CMG)

ED 236 211 TM 830 724

Wingersky, Marilyn S.; Lord, Frederic M.
An Investigation of Methods for Reducing Sampling Error in Certain IRT Procedures.
Educational Testing Service, Princeton, N.J.
SPONS. AGENCY- Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.
REPORT NO.- ETS-RR-83-28-ONR
PUB DATE- Aug 83
CONTRACT- N00014-80-C-0402
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Error of Measurement; Estimation (Mathematics); Item Banks; *Latent Trait Theory; Mathematical Formulas; *Maximum Likelihood Statistics; *Research Methodology; Sample Size; *Sampling; Statistical Distributions; Test Length; Validity
IDENTIFIERS- *Sampling Error

The sampling errors of maximum likelihood estimates of item-response theory parameters are studied in the case where both people and item parameters are estimated simultaneously. A check on the validity of the standard error formulas is carried out. The effect of varying sample size, test length, and the shape of the ability distribution is investigated. Finally, the effect of anchor-test length on the standard error of item parameters is studied numerically for the situation, common in equating studies, where two groups of examinees each take a different test form together with the same anchor test. The results encourage the use of rectangular or bimodal ability distributions, also the use of very short anchor tests. (Author)

ED 236 274 UD 023 152

Sizemore, Barbara A.; And Others
An Abashing Anomaly: The High Achieving Predominantly Black
Elementary School.
Pittsburgh Univ., PA. Dept. of Black Community Education, Research, and Development.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Jan 83
GRANT- NIE-G-80-0005
LANGUAGE- English
EDRS Price - MF04/PC28 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Academic Achievement; *Administrator Role; *Black Institutions; Black Students; Discipline; Educational Objectives; Elementary Schools; *High Achievement; Institutional Characteristics; *Organizational Effectiveness; Parent Participation; Principals; *School Organization; *School Supervision; Special Education; Success; Teacher Qualifications; Teacher Role
IDENTIFIERS- *Organizational Process Model

This is the report of a study funded in 1979 to investigate organizational factors important to producing quality education in three high-achieving elementary schools with predominantly poor and black student populations. Research techniques consisted of nonparticipant observation and study of documents and school routines from the perspective of the Organizational Process Model. Semi-structured interviews were also conducted with principals, teachers, and parents. Findings indicate that the "anomaly" of success in these schools began with the selection of moderately authoritarian principals who generated a climate of high expectations for student performance, mobilized consensus around achievement as the highest priority, chose functional routines, and were willing to disagree with their superiors regarding these choices. The most important functional routines were (1) assumption of responsibility for student discipline, attendance, and parental conflict through publication of procedures enforced by selective sanctions; (2) close contact with and supervision of teachers and staff; (3) consistent monitoring of students' skill mastery; (4) involvement of parents as an instructional support group; (5) establishment of the school office as a central command post; (6) use of skill mastery grouping as a means of placing students in self-contained classrooms modified by nongrading and team teaching; (7) expansion of the school day by using subject, preparation, and after-school periods for reinforcement; (8) refusal to place students in classes for the retarded until other alternatives had been exhausted; and (9) refusal of additional programs which would consume regular school time. (GC)

ED 236 148 SP 023 197

Ducharme, David J.; Davis, John E.
Role Review Surveys: Public, Separate and Secondary School Teachers. Review and Evaluation Bulletins. Volume 4, Number 3. 1983.
Ontario Dept. of Education, Toronto.
REPORT NO.- ISBN-0-7743-8441-7
PUB DATE- 83
AVAILABLE FROM- Publications Service, 880 Bay Street, 5th Floor, Toronto, Ontario M7A 1N8, Canada ($3.00).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- Catholic Schools; Classroom Techniques; Elementary Secondary Education; *Evaluation Criteria; Evaluation Methods; *Private Schools; *Public School Teachers; Student Teacher Relationship; Teacher Administrator Relationship; Teacher Behavior; Teacher Evaluation; *Teacher Responsibility; *Teacher Role

Review surveys have been developed to elicit information about the perceived appropriateness of many aspects of the teacher's role and also about the level of teacher performance in that role. Surveys were developed for elementary school, secondary school, and private school teachers. The three surveys are basically the same, but the survey for the private school teacher has been expanded to include a section on the teacher in Catholic education. Each survey form is divided into two parts: part A seeks general information about the respondent, and part B is divided into several subsections, each of which lists a set of expectations about a particular aspect of the teacher's role in the classroom, the school, outside of school, and as a professional. The survey for teachers in Catholic education concentrates on the teacher's commitment to the faith in the context of teaching duties. A user's guide provides an overview of the surveys, instructions on administering them, a description of survey items, a checklist for the review process, and suggested methods of revising the surveys if necessary. Copies of the surveys are included in the report. (JD)

ED 236 179 TM 830 683

McCarson, Carole S.; Sweigert, Ray L., Jr.
Results of the Georgia Statewide Testing Program for the Atlanta Public Schools: 1982-83. Report No. 17-9.
Atlanta Public Schools, GA. Div. of Research, Evaluation, and Data Processing.
PUB DATE- Aug 83
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
Numerical/Quantitative Data (110)
DESCRIPTIONS- Basic Skills; *Criterion Referenced Tests; Elementary Secondary Education; Grade 4; Grade 8; Grade 10; Graduation Requirements; *School Districts; State Departments of Education; *State Programs; *Testing Programs; *Test Results
IDENTIFIERS- *Atlanta Public Schools GA; *Georgia Statewide Testing Program

The Georgia State Department of Education administers criterion-referenced tests to all fourth-, eighth-, and tenth-grade students enrolled in public schools throughout Georgia. The testing program was initiated in the spring of 1976 with the administration of criterion-referenced tests in reading, mathematics, and career development to students in grades 4 and 8. The program was extended to include reading and mathematics tests for tenth-grade students in 1978. The tests administered in 1981 to tenth-grade students were developed in response to revised statewide graduation requirements. The new tests, referred to as the Basic Skills Tests, measure competency in reading and mathematics. An additional area of problem solving is measured as a subskill of both reading and mathematics. The tests were first administered in the fall of 1981, after which the State Board of Education established the minimum passing score. Beginning with the tenth-grade class of 1982, all students must pass the test in order to receive a high school diploma. This report presents the results of the testing programs at the three grade levels during the 1982-83 school year. In addition to the results for Atlanta students, results also are presented for students throughout Georgia. (PN)

ED 236 195 TM 830 704

Fuchs, Lynn; And Others
Technical Adequacy of Basal Readers' Mastery Tests: The Ginn 720 Series.
Minnesota Univ., Minneapolis. Inst. for Research on Learning Disabilities.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
REPORT NO.- IRLD-RR-122
PUB DATE- Jun 83
CONTRACT- 300-80-0622
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Basal Reading; Criterion Referenced Tests; Grade 5; Intermediate Grades; *Mastery Tests; Measurement Techniques; Reading Research; *Reading Tests; *Test Reliability; *Test Validity
IDENTIFIERS- *Ginn Reading 720 Series; SRA Achievement Series; Word Reading Test

The purpose of this study was to examine the reliability and validity of a basal reading series mastery test. Subjects were 47 fifth graders, who were tested on the SRA Reading Achievement Test, the Ginn 720 End-of-level 11 Mastery Test (MT), and the Word Reading Test. A subgroup of 22 children was tested a second time on the MT. Traditional psychometric correlational analyses as well as strategies specifically designed for examining the adequacy of criterion-referenced tests were applied to the data to investigate the following dimensions of the technical adequacy of the MT: (1) consistency of student performance across two administrations of the MT, and (2) criterion-related validity of the MT scores with respect to two other measures of reading proficiency, and criterion-related validity of the MT mastery/nonmastery decisions with respect to pre/post instructional status. Results indicated that the reliability and validity was acceptable for the composite test scores, but variable for the subtests. Implications for the development and use of criterion-referenced tests are discussed. (Author)

ED 236 228 TM 830 750

Tompkins, John F.
Reading/Mathematics Lab Program, Chapter II, ECIA. Report of Evaluation.
Des Moines Public Schools, IA. Dept. of Evaluation and Research.
PUB DATE- 31 Aug 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Achievement Gains; Achievement Tests; Block Grants; Budgets; *Compensatory Education; Diagnostic Teaching; Educational Objectives; Elementary Secondary Education; *Learning Laboratories; Mathematics Achievement; *Mathematics Instruction; Parent Participation; *Program Evaluation; Reading Achievement; Reading Centers; *Reading Instruction
IDENTIFIERS- *Des Moines Public Schools IA; Education Consolidation Improvement Act Chapter 2

Over 600 students were served by the Reading/Mathematics Lab Program of the Des Moines (Iowa) Independent Community School District. Students enrolled in the mathematics lab at all grade levels attained an increase in mean percentile rank from pre- to post-testing as measured by the Iowa Tests of Basic Skills administered in October 1982 and again in April 1983. The total group of students enrolled in both the reading and mathematics programs mastered in excess of 80 percent of the reading and mathematics objectives introduced to them. Program teachers in both reading and mathematics personally contacted parents of students at a rate that surpassed the criterion indicated in the objective. Three reading teachers contacted parents of all students served. Teachers developed lesson plans and conducted activities that emphasized a multicultural, nonsexist approach infused with the ongoing curriculum according to copies of specific lesson plans submitted by each program teacher to the project coordinator. One of the recommendations was that the program coordinator should examine results obtained on the reading subtest of the Iowa Tests of Basic Skills, particularly in grades 3-6, and steps should be taken to improve achievement at these levels. (Author/BW)

ED 236 289 UD 023 175

Garvey, Reba

Kindergarten Reinforcement. Disadvantaged Pupil Program Fund. Evaluation Report, 1982-1983.

Cleveland Public Schools, OH. Dept. of Research and Analysis.

PUB DATE- Jul 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Achievement Gains; Basic Skills; *Cognitive Processes; *Compensatory Education; Educationally Disadvantaged; Inservice Education; *Kindergarten; *Language Skills; Parent Participation; Primary Education; *Program Effectiveness; Program Evaluation; *Reading Readiness; Services; Teacher Aides
IDENTIFIERS- Cleveland Public Schools OH

This report gives an interim evaluation for 1982-83 of the Kindergarten Reinforcement project in the Cleveland Public Schools. This project, designed to promote optimal development of disadvantaged children's basic learning skills relevant to subsequent successful school experiences, provides kindergarten teachers with supplementary instructional materials, differentiated inservice training, aides to provide reinforcement for "targeted" children, and support staff. The program emphasizes the improvement of cognitive functioning, especially in language acquisition, and active involvement on the part of parents. During the 1982-83 school year, project activities focused on the attainment of six specific objectives. The first objective, dealing with children's improvement on the Pre-reading Skills Composite Score on the Metropolitan Readiness Tests, was attained. Of the 264 students (in the total sample of 616) who scored below average on the fall pretest, 220 (83.3 percent) scored average or above average on the spring posttest. The other five objectives, pertaining to ongoing processes concerned with instruction, staff development, and parent-family involvement, were also attained. (CMG)

ED 236 162 TM 830 597

Gersten, Russell; Carnine, Douglas
The Later Effects of Direct Instruction Follow Through: Preliminary Findings. Draft.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Academic Achievement; Academic Persistence; Attendance Patterns; *Compensatory Education; Economically Disadvantaged; High Schools; *High School Students; Longitudinal Studies; Primary Education; *Program Effectiveness; Teaching Methods
IDENTIFIERS- *Direct Instruction Follow Through Project; Project Follow Through

The present study examines the impact of the Direct Instruction (DI) program on the high school careers of the economically disadvantaged students who participated in the DI model of Project Follow Through. The study involves six sites: East St. Louis; New York City; Flint, Michigan; Williamsburg County, South Carolina; and Uvalde, Texas. A preliminary analysis of the data shows that DI students are more likely to receive a high school diploma, are less likely to be retained in any grade, and show better attendance in ninth grade. The results do not show appreciable differences between ninth grade Follow Through and non-Follow Through students in achievement scores or high school grade averages, but such differences are likely to be concealed by the differences in retention and dropout rates. The six studies, though preliminary, consistently show that 3 or 4 years of an effective, academically oriented program in the primary grades had an enduring, positive impact on the academic aspects of students' lives. (BW)

ED 236 245 TM 830 772

Summer School Pilot, 1983: First Report to the Texas Education Agency.

Austin Independent School District, Tex. Office of Research and Evaluation.

SPONS. AGENCY- Texas Education Agency, Austin.
REPORT NO.- AISD-ORE-83.02
PUB DATE- Sep 83
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
Numerical/Quantitative Data (110)
DESCRIPTIONS- Basic Skills; Classroom Observation Techniques; Elementary Education; Grade Repetition; Pilot Projects; *Program Descriptions; *Program Evaluation; *Remedial Programs; School Districts; Student Characteristics; *Summer Programs; *Summer Schools; Supplementary Education; Surveys; Teacher Attitudes
IDENTIFIERS- *Austin Independent School District TX

Students of the Austin (Texas) Independent School procedures, and results District who had been in first through sixth grade during 1982-83 and were recommended for retention at the end of the year were eligible to attend the 1983 summer school for retainees. The program was designed to provide additional basic skills instruction so that retainees would not fall further behind during the summer and would be better prepared to benefit from the following year's instruction. Data are provided for program features and implementation, short-term objectives, measurement of long-term objectives, and the outstanding program features. A summary of this information plus appendices (labeled A-H) detailing the purpose, for each information source are presented. The information sources include: (1) student characteristics file, (2) employee master file, (3) teacher survey, (4) project records, (5) classroom observations, (6) mastery test records, (7) home contact forms, and (8) comparison group. (PN)

ED 236 259 UD 023 068

Odebunmi, Akin
Why They Drop Out of School: A Nigerian Perspective.
PUB DATE- Feb 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Academic Failure; *Developing Nations; Discipline; *Dropout Characteristics; *Dropout Prevention; *Dropout Rate; Economic Factors; Educational Planning; Elementary Secondary Education; Equal Education; *Foreign Countries; Motivation; Parent Attitudes; Poverty; School Counselors; Teacher Education
IDENTIFIERS- *Nigeria

The purpose of this study was to find out why a significant percentage of students drop out of the Nigerian school system every year. While statistics for dropouts in developed countries are based on those who fail to continue with their secondary education, dropouts in developing nations like Nigeria are counted as the number that dropped out of both elementary and secondary schools. Data were collected from educational statistics published by Nigeria's Federal Ministry of Education and from questionnaires circulated among Nigerian students, teachers, and principals. The study found a number of possible causes for dropping out, with students and teachers and administrators perceiving the problems somewhat differently. It is recommended that the government provide free education for all, establish trade and technical schools as well as schools for exceptional children, and provide adequately trained teachers and guidance counselors. The dropout problem would also be ameliorated if parents could be encouraged to take more interest in their children's education and if continuation schools were available for students who are too old for regular schools. (CMG)

Argulewicz, Ed N.; Abel, R. Robert
Item Bias in the PPVT-R for Anglo-American and Mexican-American Children.
PUB DATE- Aug 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTIONS- Analysis of Variance; Content Analysis; *Diagnostic Tests; Elementary Education; *Hispanic Americans; Research Methodology; *Test Bias; Testing Problems; *Test Items; *White Students
IDENTIFIERS- *Peabody Picture Vocabulary Test (Revised)

This study examines item bias on Forms L and M of the Peabody Picture Vocabulary Test-Revised (PPVT-R) for 132 Anglo-American and Mexican-American children in grades one through four. Analyses of variance were employed to assess item bias as defined by items × ethnicity interactions. Follow-up analyses were performed using a Bonferroni-type procedure on individual item contrasts. Bias as measured by differences in item difficulty was found for both groups; however, there was no clear pattern to the items that were more difficult for either group. The small number of items that were more difficult for one ethnic group than the other, coupled with the high reliability of performance overall for both groups, suggest that bias in content of the PPVT-R is minimal. (Author)

ED 236 149 SP 023 198

Malcolm, C. K.; Owen, J. M.
You Are Special: A Study of Innovative Teachers.
Australian Schools Commission, Canberra.
REPORT NO.- ISBN-0-642-88809-4
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Curriculum Development; *Educational Innovation; Elementary Secondary Education; Experimental Curriculum; *Incentive Grants; Individual Development; *Professional Development; Program Evaluation; Self Evaluation (Individuals); *Teacher Effectiveness; *Teacher Improvement; Teacher Motivation

The Specials Projects (Innovations) Program of the Commonwealth Schools Commission in Australia was established to improve primary and secondary education by encouraging innovation and diversity in teaching through grants to individuals, usually teachers. This study focuses on the professional development of the teachers involved. Forty-five grantees took part in an interview at the conclusion of their innovative projects and also completed a self-rating questionnaire. From the data obtained, interview extracts were selected which seemed to be representative of and consistent with general responses of the entire group. Case studies are presented which illustrate the relationship between change and experience in individual cases. Summaries of the grantees' experiences delineate the development of their projects from conception to evaluation and beyond, focusing on their actions and decisions, ego involvement, and professional idealism. A technical report presents a detailed examination of the study, its implementation, and implications for professional self-development and innovation. (JD)

ED 236 180 TM 830 684

Urry, Vern W.
Tailored Testing Theory and Practice: A Basic Model, Normal Ogive Submodels, and Tailored Testing Algorithms.
Office of Personnel Management, Washington, D.C.
SPONS. AGENCY- Navy Personnel Research and Development Center, San Diego, Calif.
REPORT NO.- NPRDC-TR-83-32
PUB DATE- Aug 83
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Algorithms; *Computer Assisted Testing; *Latent Trait Theory; *Mathematical Models; Multiple Choice Tests; *Occupational Tests; Statistical Analysis
IDENTIFIERS- Bayesian Tailored Testing; Normal Ogive Models; *Selection Theory; *Tailored Testing

In this report, selection theory is used as a theoretical framework from which mathematical algorithms for tailored testing are derived. The process of tailored, or adaptive, testing is presented as analogous to personnel selection and rejection on a series of continuous variables that are related to ability. Proceeding from a single common-factor model, the author derives the two- and three-parameter normal ogive item response functions as submodels. For both of these submodels, algorithms are developed for sequential item selection, ability estimation, and test termination in the context of adaptive ability testing. It is shown that the adaptive testing method based on these algorithms is formally identical to a previously developed Bayesian sequential tailored testing procedure. (Author)

Sevcik, Bonita; And Others

Curriculum-Based Measurement: Effects on Instruction, Teacher Estimates of Student Progress, and Student Knowledge of Performance.

Minnesota Univ., Minneapolis. Inst. for Research on Learning Disabilities.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
REPORT NO.- IRLD-RR-124
PUB DATE- Jul 83
CONTRACT- 300-80-0622
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Criterion Referenced Tests; Curriculum Research; *Diagnostic Teaching; Educational Improvement; Elementary Education; Evaluation Methods; *Evaluation Utilization; *Formative Evaluation; Measurement Techniques; *Reading Achievement; Resource Room Programs; Special Education; *Teacher Attitudes
IDENTIFIERS- Repeated Measures Design

Social validity is an important factor to consider when assessing proposed social and educational programs. This study used survey data to investigate the reactions of both elementary students and teachers to the use of a formative evaluation system in reading. Specifically, this study examined students' knowledge about their performance, teachers' decisions regarding student programming, the use of assessment procedures, and teachers' general reactions to the usefulness of a direct and continuous measurement and evaluation system. Results indicated generally positive reactions toward the direct and continuous measurement and evaluation system: students were more aware of working toward a goal and were more optimistic about their progress, and teachers were better able to realistically judge their students' progress. Implications are discussed regarding teachers' suggestions for modification of the procedures. (Author)

ED 236 275 UD 023 153

Sizemore, Barbara A.
An Abashing Anomaly: The High Achieving Predominantly Black Elementary School. Executive Summary.
Pittsburgh Univ., PA. Dept. of Black Community Education, Research, and Development.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Jan 83
GRANT- NIE-G-80-0005
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Academic Achievement; *Black Institutions; *Black Students; Elementary Education; Elementary Schools; *High Achievement; *Institutional Characteristics; *Organizational Effectiveness; *School Organization

This executive summary provides background information and a brief overview of a study conducted to determine the organizational factors that produced high reading and mathematics achievement in a majority of students in three predominantly poor and black elementary schools. Six organizational factors and 12 functional routines that were found to be most important in maintaining the "anomaly" of a high achieving, predominantly black school are enumerated. The implications of these findings are then considered in regard to (1) decentralization of authority, (2) horizontal organization, (3) special education, (4) black history, literature, and culture, (5) teaching and classroom management, and (6) school-parent-community relationships. Finally, differences in these areas among the three schools studied are discussed. (GC)

ED 236 290 UD 023 176

Lanese, Jim
Project STAR (Secondary). Disadvantaged Pupil Program Fund. Final Evaluation Report, 1982-83.
Cleveland Public Schools, OH. Dept. of Research and Analysis.
PUB DATE- Jul 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Achievement Gains; *Compensatory Education; Educationally Disadvantaged; *Individualized Reading; Junior High Schools; *Program Effectiveness; Program Evaluation; *Reading Centers; *Reading Skills; Remedial Reading; *Vocabulary Skills
IDENTIFIERS- Cleveland Public Schools OH

Project STAR (Secondary) in the Cleveland Public Schools is designed to improve reading and vocabulary skills for grades 7-9 by training and providing teachers and teacher aides in STAR Learning Centers in 24 secondary schools. Eligible students work in the Learning Centers every day in an individualized, self-paced, audio approach to remedial reading instruction. This final evaluation report for the 1982-83 school year shows that the project successfully provided project teachers and aides with training, and that they provided STAR students with individualized support. Preservice sessions for teachers and aides took place as planned, but because of budget limitations only two of the scheduled inservice sessions were conducted. The single product objective, gains in reading achievement, was not attained by the sample of students whose test scores were analyzed. The project appears to have been effectively implemented; student achievement goals, however, remain unmet. (CMG)

ED 236 304 UD 023 321

Blank, Rolf K.; And Others
Survey of Magnet Schools. Analyzing A Model for Quality Integrated Education. Final Report of a National Study.
Abt Associates, Inc., Cambridge, Mass.; Lowry (James H.), and Assoc., Washington, D.C.

SPONS. AGENCY- Department of Education, Washington, DC. Office of Planning, Budget, and Evaluation.
PUB DATE- Sep 83
CONTRACT- 300-81-0420
LANGUAGE- English
EDRS Price - MF01/PC18 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Administrator Role; Admission Criteria; Case Studies; Community Involvement; Cost Effectiveness; Educational Assessment; Educational Improvement; *Educational Policy; *Educational Quality; Elementary Secondary Education; *Magnet Schools; *Program Effectiveness; Program Evaluation; Public Education; *School Desegregation; Urban Education; Voluntary Desegregation

This report discusses findings from a comprehensive national survey of the effectiveness of magnet schools in improving the quality of public education and in assisting school desegregation. Chapter I provides background information on the concept and evolution of magnet schools; discusses the purposes of the national survey and several issues identified by the National Commission on Excellence in Education; and explains the scope and objectives of the survey and final report. Chapter II explains the research design, research issues, and comparative case study methodology and describes the sampling plan and the selected sample of urban school districts. Chapters III, IV, V, and VI report study findings on the major research questions: education quality; magnet schools' effect on desegregation; magnet school costs; and the role of magnet schools in urban education and in meeting urban education problems, particularly the relationship between district leadership/community involvement and the effectiveness of a magnet program. Chapter VII summarizes all the findings and outlines the policy options for magnet school programs. Appendices contain a summary of survey methodology and sampling procedures; summaries of sample district community settings and characteristics of magnet schools nationwide; data on quality of education, desegregation, cost data collection, and magnet schools' relationship to urban school districts and communities; and program summaries of quality magnet schools. (CMG)

ED 236 163 TM 830 598

Hathaway, Walter E.

Minimum Competency Graduation Testing Programs and the Law.

PUB DATE- Dec 81

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070)

DESCRIPTIONS- *Academic Standards; Basic Skills; Competency Based Education; *Educational Legislation; Federal Legislation; *Graduation Requirements; *Legal Problems; *Minimum Competency Testing; Secondary Education; *State Legislation; *State Standards

More than thirty states, as well as numerous local school districts, have adopted some form of student minimum competency program. Such programs vary widely in their purposes which range all the way from instructional and curriculum planning to deciding whether students are promoted from grade to grade. Thus far, there has been little actual litigation over using minimum competency test scores to decide who gets a diploma. This is, however, mainly due to the fact that such programs were only recently conceived and few of them have come to the stage in their implementation where students have actually been denied diplomas on the basis of test scores. Oregon, for instance, which was one of the pioneers of the minimum competency movement, will not be faced with denying diplomas for lack of demonstrated competency until 1984. In this paper, data and analyses will be presented on each of the five major, legal problems that stem from minimum competency graduation programs; i.e., educational malpractice, racial discrimination, adequate prior notice, psychometric properties of the tests, and the match between the tests and instruction. (Author)

ED 236 213 TM 830 728

Wilkins, S. A.
Maximizing Student Achievement through Testing.
Bossier Parish Community Coll., Bossier City, LA.
PUB DATE- Mar 81
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Academic Achievement; *Educational Testing; Student Attitudes; *Test Use; Two Year Colleges
IDENTIFIERS- *Testing Frequency

The present research attempted to determine if tests can serve as teaching devices by comparing student achievement in classes where several examinations were administered. Students in ten classes of introductory psychology served as subjects in the study. Three classes received weekly, teacher-made quizzes of 15 multiple-choice items; four classes received no examinations; three classes received three tests. The findings provide a basis for the more frequent use of examinations in teaching psychology. Examinations, or more precisely, the study they force, enables students to review and recapitulate material between classes. Although students in the weekly-tested groups did not particularly like quizzes every week, they were glad at the end of the semester that they had been tested so frequently. (BW)

ED 236 229 TM 830 751

Tompkins, John F.
Chapter I Mathematics Program, 1982-83. Report of Evaluation.
Des Moines Public Schools, IA. Dept. of Evaluation and Research.
PUB DATE- 21 Sep 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Achievement Gains; Attitude Measures; Budgets; *Compensatory Education; Databases; Elementary Education; *Elementary School Mathematics; *Mathematics Achievement; Mathematics Instruction; *Parent Participation; Pretests Posttests; Program Effectiveness; *Program Evaluation; School Attitudes
IDENTIFIERS- *Des Moines Public Schools IA; *Education Consolidation Improvement Act Chapter 1; Iowa Tests of Basic Skills

The Des Moines (Iowa) Independent Community School District Chapter I Mathematics Program served 1,110 students in grades 2-8. Chapter I Math students in grades two through six achieved gains on the Iowa Tests of Basic Skills from pre to posttesting. Scores on these tests are reported using a metric known as the Normal Curve Equivalent (NCE). The total population of Chapter I students (grades 2-8) who completed both a pre and posttest achieved a gain of 5.6 NCEs in the math composite score. This gain was large enough to attain the criterion specified in the objective. Chapter I math teachers personally contacted 3,047 parents during the year. Creation of a Chapter I data base allowed for entry of enrollment, attendance, parent contact and test data using the computer in 1982-83. While a few problems occurred with initial data entry, it appears that solutions have been worked out and the procedures implemented will result in generation of required data with less teacher time required for data submission. It is recommended that Chapter I math staff examine possible reasons for lower gain scores on the Iowa Tests of Basic Skills attained by students in grades 7 and 8. (Author/BW)

ED 236 260 UD 023 076

D'Onofrio, William D., Comp.
Test Scores in New Castle County, DE.--Before and After Busing.
National Association for Neighborhood Schools, Inc., Columbus, OH.
PUB DATE- 1 Sep 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - General (140)
DESCRIPTIONS- *Achievement Gains; *Black Students; *Busing; *Desegregation Effects; Desegregation Plans; Elementary Education; *Equated Scores; *Racially Balanced Schools; School Desegregation; Scores; White Students
IDENTIFIERS- *Delaware (New Castle County)

This analysis compares student test scores before and after school busing in New Castle County, Delaware, in an attempt to see if busing to achieve racial balance reduces the achievement gap between black and white students. School authorities pre-tested students with the California Achievement Test (CAT) in 1978-79, the first year of busing, and used that as the basis for subsequent comparison. Since CAT scores (though not broken down by race) have risen each year, school authorities and the media have claimed that desegregation is working. Independent analysis of the few available statistics, however, presents a different picture. With pre- and post-busing scores made relative to a statewide average (percentage) of 100, a significant comparison is possible despite changes in the types of test administered and their initial mathematical presentation. Pre-busing test scores were not compiled by race. Nevertheless, the very racial imbalance among the districts involved in the pre-busing years enables a significant before and after comparison. Tables show the official 1981-82 test scores for all grades and the derived scores by race for the grades tested in the pre-busing years (grades 1, 4, and 8). A comparison of the two shows an increased gap between white and black scores, leading to the conclusion that forced busing in New Castle County has failed insofar as achievement is concerned. (CMG)

ED 236 246 TM 830 773

Humphries, James T.
Designing and Utilizing Mail Questionnaires in Educational Research. Monograph Series 83.1.
Southern Illinois Univ., Carbondale. Dept. of Vocational Education Studies.

PUB DATE- May 83
AVAILABLE FROM- Publication and Research Office for Vocational Education, Dept. of Vocational Education Studies, Southern Illinois University, Carbondale, IL 62901 ($3.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Field Tests; Letters (Correspondence); Questioning Techniques; *Questionnaires; Rating Scales; Responses; Surveys; *Test Construction; Test Format; Test Items
IDENTIFIERS- *Mail Questionnaires; Mail Surveys; Response Rates (Questionnaires)

The purpose of this monograph is twofold: (1) to describe the advantages and disadvantages of mail questionnaires as survey research instruments, and (2) to provide guidelines for constructing and utilizing mail questionnaires with a view to maximizing response rates and minimizing response biases. Construction of an effective mail questionnaire is a great challenge. The instrument must not only have well-designed questions; it must also have a format which encourages respondents to complete it. Pilot testing of questionnaires is necessary to assure effective instruments. Cover letters, introducing the researchers and the purpose of the study to the respondents, should be brief and to the point. Non-response to questionnaires can be dealt with through follow-ups, advance notification, postage, and monetary incentives. Insofar as possible, these recommendations for design and use of mail questionnaires are based on empirical data. (Tabular summaries of research findings are appended.) (BW)

ED 236 150 SP 023 213

Matthews, Doris B.

Relaxation Training: Its Usefulness in the Middle School Curriculum.

PUB DATE- Nov 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Academic Achievement; Attendance; Biofeedback; Coping; Grade 7; Junior High Schools; *Junior High School Students; Middle Schools; Program Effectiveness; Program Implementation; *Relaxation Training; *Self Concept; *Stress Management; *Student Behavior; Student Reaction

A study examined multiple outcomes of relaxation training simultaneously in seventh grade classrooms. "Project Relaxation" measured cognitive (achievement) and affective (discipline, attendance, tardiness, and self-concept) changes with a program of relaxation training for 532 seventh grade students in 10 private and public middle schools in South Carolina. The students in the experimental group participated for 15 minutes in relaxation training exercises at the beginning of each school day for 9 months. Teachers played a series of audio-taped relaxation exercises, developed especially for middle school students, including such techniques as the quieting reflex, autogenics, and visual imagery. Subjects recorded their temperatures using a wrist temperature indicator and biofeedback instrument. Researchers collected data on discipline, absences, and tardiness of students. At the end of the study, subjects completed the Comprehensive Tests of Basic Skills (for achievement measurement) and the Self Observation Scales (for self-concept measurement). The study found improvement in students' self-concepts, discipline, and achievement. Detailed discussion of study results for wrist temperatures, discipline, absence, and tardiness data, as well as testing results, is presented. The report contains 14 tables, 9 figures, extensive references, and availability for select relaxation exercises and biofeedback instruments. (JMK)

ED 236 181 TM 830 686

Student Achievement: Final Report 1982-1983.

Austin Independent School District, Tex. Office of Research and Evaluation.

REPORT NO.- AISD-ORE-82.29
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
Numerical/Quantitative Data (110)
DESCRIPTIONS- *Academic Achievement; College Entrance Examinations; *Educational Assessment; Educational Trends; Elementary Secondary Education; National Norms; *School Districts; *Standardized Tests; *Testing Programs
IDENTIFIERS- *Austin Independent School District TX; Scholastic Aptitude Test; *Texas Assessment of Basic Skills

The Austin Independent School District (AISD) Office of Research and Evaluation presents the 1982-83 final report on Student Achievement. The major positive findings, as well as the major findings requiring action, are listed. The report discusses AISD student achievement in a question-answer format. (1) How does AISD student achievement compare to national averages? --consistently above national average. (2) How does AISD's 1982-83 student achievement compare to past years? --four year trend in achievement from grade 1 through 10 is upward. (3) How do AISD students perform on the Texas Assessment of Basic Skills (TABS)? --AISD's TABS scores have tended to go up over four years of testing; concurrently, the statewide averages have improved at an equal rate. (4) How do AISD students compare to others taking college admission tests? --AISD seniors score higher on the Scholastic Aptitude Test than do students nationwide and statewide. (5) What do AISD teachers and administrators say about student achievement? --emphasis on achievement has been effective in raising the performance level of students. (6) What other information should be considered to understand student achievement in AISD? --characteristics of the student population and programs for special populations. (PN)

ED 236 197 TM 830 706

Skiba, Russell; And Others

Characteristics of the Time-Series Data Collected through Curriculum-Based Reading Measurement.

Minnesota Univ., Minneapolis. Inst. for Research on Learning Disabilities.

SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
REPORT NO.- IRLD-RR-125
PUB DATE- Jul 83
CONTRACT- 300-80-0622
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Data Analysis; Diagnostic Teaching; Elementary Education; Reading Tests; *Research Methodology; Research Needs; *Research Problems; Resource Room Programs; Special Education; Visual Discrimination; *Visual Perception
IDENTIFIERS- *Data Interpretation; *Time Series Analysis

Research on the analysis of time-series data has shown that decisions reached through visual analysis of the data may be influenced by the statistical parameters of those data. The current study investigated the statistical properties of curriculum-based time-series data for 68 elementary resource room students in four Minnesota school districts. Data for slope, standard error of estimate, mean level of performance, and number of data points are presented. Implications for both time-series and conventional pre-post designs are discussed. (Author)

ED 236 214 TM 830 730

Saegert, Joel; Benitez, Patti
Response Rates to Mail Questionnaires in an Ethnic Minority Population.
PUB DATE- 28 Aug 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Adults; Anglo Americans; Ethnic Groups; *Family Income; *Hispanic Americans; Minority Groups; *Multilingual Materials; *Questionnaires; Responses
IDENTIFIERS- Log Linear Models; *Response Rates (Questionnaires)

Mail questionnaire response rates were investigated in a three-factor design including ethnic group (Spanish surname vs. non-Spanish surname), income level (below vs. above median income) and questionnaire language (English only vs. English with interlinear Spanish translations). Log-linear multiway frequency analysis indicated lower response rates were received from addressees who were Spanish-surnamed, below median income and who had received bilingual questionnaires. Non-significant two-way interactions suggested that Spanish-surname addressees had relatively lower response rates for both income levels and that the translation manipulation lowered response rates equally for Spanish surname and non-Spanish surname addressees. The argument that the Spanish translation questionnaire may have "appeared" longer and hence reduced response rates is refuted on the basis of available literature reviews which indicate that length of questionnaire is not influential in reducing response rates. The problems of increasing response rates from Hispanic consumers were discussed. (Author)

ED 236 276 UD 023 154

Gibson, Margaret A.
Home-School-Community Linkages: A Study of Educational Opportunity for Punjabi Youth. Final Report.

South Asian American Education Association, Stockton, CA.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 83
GRANT- NIE-G-80-0123
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Academic Achievement; *Cultural Influences; Educational Opportunities; *Family School Relationship; High Schools; *Immigrants; *Indians; Minority Groups; *Parent Attitudes; Religious Cultural Groups; School Community Relationship; Student Behavior; *Success
IDENTIFIERS- California; *Sikhs

This report presents findings from ethnographic research that focused on factors which promote and impede educational opportunity for Punjabi Sikh immigrants in "Valleyside," an agricultural town in California. The report is divided into two parts. Part one considers the setting and the sociocultural context for schooling in "Valleyside." Drawing from interviews with Punjabi and non-immigrant residents, parents' views of life in America, job opportunities, family structure, social relations, and child rearing are described. Background on Punjabis in India is provided. Their reasons for immigrating to the United States, their theory of success, and their life strategies are explored. In addition, social relations between Punjabis and members of the mainstream majority are discussed. This section closes with a comparative analysis of child rearing, emphasizing those patterns most directly related to school performance at the secondary level. The second half of the report focuses on schooling itself by examining social, structural, and cultural factors which influence educational opportunity, home-school relations, and school response patterns. The ways in which the high school curriculum structure and various academic "tracks" create barriers to educational opportunity are explored. Social relations among students are also discussed. The study demonstrates that immigrant minorities may do well in school even when cast as subordinate by a dominant group and that cultural differences do not necessarily inhibit educational achievement. Specifically, findings indicate the importance of high self-esteem, self-reliance, and parental support. All of these aspects of Punjabi culture strongly contribute to success. (GC)

ED 236 291 UD 023 177

Morton-Watts, Gwendolyn
Resident Environmental Classroom. Disadvantaged Pupil Program Fund. Evaluation Report, 1982-83.
Cleveland Public Schools, OH. Dept. of Research and Analysis.
PUB DATE- Jul 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Classroom Desegregation; *Compensatory Education; Cultural Exchange; Disadvantaged Youth; Elementary Secondary Education; Environmental Education; *Experiential Learning; Grade 6; Group Dynamics; Group Unity; High Schools; Junior High Schools; Leadership Training; *Outdoor Education; *Program Effectiveness; Program Evaluation; *Resident Camp Programs; Teamwork
IDENTIFIERS- Cleveland Public Schools OH

This report provides an evaluation, for the school year 1982-83, of the Resident Environmental Classroom project for Chapter I classroom teachers and students in the Cleveland Public Schools. The project is designed to provide students with direct experience with the natural environment, exposure to experiential learning concepts, exposure to a variety of situations utilizing group unity/dynamics and teamwork, and opportunities to interact with students of different racial, ethnic, and geographic backgrounds. In 1982-83, 1,441 sixth grade students and 72 classroom teachers from Chapter I schools took part in the project. Three additional sessions provided leadership training for 42 junior and 66 senior high school student council members. The program objectives were attained: a 25 percent gain in student knowledge of environmental concepts; approval of 80 percent of the teachers concerning the project's educational value; and participation of racially-mixed groups of sixth grade students. (CMG)

ED 236 305 UD 023 322

Blank, Rolf K.; And Others
Guide to Magnet School Development.
Abt Associates, Inc., Cambridge, Mass.; Lowry (James H.), and Assoc., Washington, D.C.

SPONS. AGENCY- Department of Education, Washington, DC. Office of Planning, Budget, and Evaluation.
PUB DATE- Sep 83
CONTRACT- 300-81-0420
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Case Studies; *Educational Quality; Elementary Secondary Education; *Magnet Schools; *Program Development; *Program Implementation; *Program Improvement; Public Education; *School Desegregation; Urban Schools

In this guide, the results and findings of a major survey of magnet schools are organized into a practical manual for school districts to use in planning, developing, and implementing new magnet programs or improving those already in existence. The guide is divided into three sections: (1) key steps in magnet program development (an outline of developmental steps, including a description of the options for districts and magnet schools at major decision-making points); (2) management challenges for effective magnet school programs (a description of the major challenges in magnet program development and suggested ways to meet them); and (3) summaries of magnet school program designs (a brief explanation of the curricula and characteristics of six of the magnet schools found by the survey to be most successful in desegregating and in providing quality education). (CMG)

ED 236 164 TM 830 614

Wilson, Mark; Wright, Benjamin D.
Finite Measures from Perfect Scores.
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)
DESCRIPTIONS- Factor Analysis; *Item Analysis; *Latent Trait Theory; Mathematical Models; *Scores; *Scoring; Testing Problems
IDENTIFIERS- Partial Credit Model; *Perfect Scores

A common problem in practical educational research is that of perfect scores which result when latent trait models are used. A simple procedure for managing the perfect and zero response problem encountered in converting test scores into measures is presented. It allows the test user to chose among two or three reasonable finite representations of these boundary scores. A convenient approximation is given which is accurate in all but highly assymetric situations when the procedure is applied to the Partial Credit model. (Author/HFG)

ED 236 230 TM 830 752

Tompkins, John F.
Chapter I Reading Program, 1982-83. Report of Evaluation.
Des Moines Public Schools, IA. Dept. of Evaluation and Research.
PUB DATE- 22 Sep 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Achievement Gains; Attitude Measures; Budgets; *Compensatory Education; Databases; Elementary Secondary Education; Parent Participation; Pretests Posttests; Program Effectiveness; *Program Evaluation; *Reading Achievement; *Reading Comprehension; Reading Instruction; School Attitudes; *Vocabulary Skills
IDENTIFIERS- *Des Moines Public Schools IA; *Education Consolidation Improvement Act Chapter 1; Iowa Tests of Basic Skills; Iowa Tests of Educational Development

The Des Moines (Iowa) Independent Community School District Chapter I Reading Program served 1,850 students in grades 2-9. Chapter I students displayed gains between pre- and posttesting with the Iowa Tests of Basic Skills and Iowa Tests of Educational Development. The total population of Chapter I students who completed both a pre and posttest achieved a gain of 5.6 NCEs in vocabulary and 7.8 NCEs in reading comprehension. While these gains were sufficient to achieve objectives with the criterion level applied to the entire population, variance in the amount of achievement by grade level was observed. It was recommended that the Chapter I staff should examine the variance in achievement levels particularly at grades six, seven and eight where lower gains were noted. Chapter I students attained mastery of over 85% of the reading objectives that were introduced to them through individual educational plans. Data submitted indicated that Chapter I teachers exerted a considerable amount of effort in contacting parents of the students they served. During the 1982-83 school year, class lists, attendance records and parent contact data were entered into the Chapter I computer data bases for the first time. While a few problems in the data output occurred, it appears that the majority of these have been solved. (Author/BW)

ED 236 247 TM 830 777

Citizenship and Social Studies Achievement of Young Americans: 1981-82 Performance and Changes between 1976 and 1982.

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- NAEP-13-CS-01
PUB DATE- Oct 83
GRANT- NIE-G-80-0003
AVAILABLE FROM- National Assessment of Educational Progress, Box 2923, Princeton, NJ 08541.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Citizenship; Citizenship Education; *Civics; *Educational Assessment; Elementary Secondary Education; Federal Programs; Longitudinal Studies; *Political Attitudes; Political Issues; Social Attitudes; Social Studies; Social Values; Test Results; United States Government (Course)
IDENTIFIERS- *National Assessment of Educational Progress; Second Citizenship Social Studies Assess (1976); *Third Citizenship Social Studies Assess (1982)

Between 1976 and 1982, teenagers improved their performance on citizenship/social studies items measuring political knowledge and attitudes--13-year-olds by nearly three percentage points and 17-year-olds by about two percentage points. Results for the various population groups indicated that improvements tended to be greater for lower achieving and disadvantaged students than for groups typically considered more advantaged. When results were analyzed by different areas of political knowledge and attitudes, gains were most apparent on categories dealing with knowledge about government and the political process, while categories concerned largely with attitudes typically showed little change over the 6-year period spanned by the assessments. It is interesting to note that males and females performed about equally well on political knowledge and attitude items, with the exception of a sizable female advantage on items measuring respect for the rights of others. Blacks and disadvantaged-urban students were typically farthest below the nation on items dealing with knowledge about the structure and function of government and closest to national levels on items concerning respect for the rights of others. Primary type of information provided by report: Procedures (Overview); Results (Change). (HFG)

ED 236 261 UD 023 104

Tri-State Minority Faculty Employment Opportunity Project. Final Report.

National Urban League, Inc., New York, N.Y.

SPONS. AGENCY- Ford Foundation, New York, N.Y.
PUB DATE- May 82
GRANT- 790-0338; 815-0215
LANGUAGE- English
EDRS Price - MF01/PC17 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Affirmative Action; Asian Americans; *Blacks; *College Faculty; *Equal Opportunities (Jobs); Ethnic Discrimination; Faculty Integration; *Faculty Promotion; Faculty Recruitment; Higher Education; *Hispanic Americans; Racial Discrimination; Research Opportunities; Sex Discrimination; *Tenure; Two Year Colleges

This is the final report on a study conducted to identify impediments to the hiring, promotion, and tenure of Blacks and Hispanics in predominantly White colleges and universities. The study also analyzed the problems facing Asians, who were contrasted with Blacks and Hispanics. Section I presents an executive summary of the findings from a questionnaire survey of professionals employed in colleges and universities in New York, New Jersey, and Connecticut. Based on the findings, the issues most salient to the hiring, promotion, and tenure of minorities are used to formulate recommendations in Section II of the report. In Section III, responses to the questionnaire by race, ethnicity, and sex are presented. Interviews conducted with white administrators in predominantly white universities are summarized in Section IV. In Section V, the highlights from the Tri-State Minority Faculty Conference are presented. Nine appendices give supplementary information concerning the questionnaire survey, the study, and the conference. (CMG)

ED 236 165 TM 830 619

Chevalaz, Gerard M.; Tatsuoka, Kikumi K.
A Comparative Analysis of Two Order Analytic Techniques: Assessing Item Hierarchies in Real and Simulated Data.
Illinois Univ., Urbana. Computer-Based Education Research Lab.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- CERL-CATM-RR-83-2-NTE
PUB DATE- Apr 83
GRANT- NIE-G-81-0002
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Comparative Analysis; Computer Simulation; Instructional Design; *Item Analysis; Research Needs; Research Problems; Statistical Analysis; *Test Items
IDENTIFIERS- *Hierarchical Analysis; *Item Hierarchies; Order Analysis; Ordering Theory

Two order theoretic techniques were presented and compared. Ordering theory of Krus and Bart (1974) and an extended Takeya's item relational structure analysis (IRS) by Tatsuoka and Tatsuoka (1981) were used to extract the hierarchical item structure from three datasets. Directed graphs were constructed and both methods were assessed as to how well they reproduced the theoretical structure of the data. It was discovered that the Krus and Bart (1974) procedure more adequately represented the complex interrelationships among test data than did the extended IRS method. Simulated data were found to present many problems and to be inappropriate for research in this area. Research in this area should include a large scale sampling distribution study to determine the distribution properties of simulated data. A more sophisticated method of generating binary responses which accounts for the distribution of theta needs to be developed. Also, a significance test and possibly a test of the differences between two item characteristic curves should be investigated. (Author/HFG)

ED 236 198 TM 830 707

Marston, Doug; And Others
A Comparison of Standardized Achievement Tests and Direct Measurement Techniques in Measuring Pupil Progress.
Minnesota Univ., Minneapolis. Inst. for Research on Learning Disabilities.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
REPORT NO.- IRLD-RR-126
PUB DATE- Jul 83
CONTRACT- 200-80-0622
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Achievement Gains; Elementary Education; Individual Differences; Language Tests; *Measurement Techniques; Pretests Posttests; *Reading Improvement; Reading Tests; Special Education; *Standardized Tests
IDENTIFIERS- *Direct Assessment; *Stanford Achievement Tests

The effectiveness of direct measurement techniques and standardized achievement tests for assessing within-individual change over a 10-week period was examined. The Reading Comprehension and Language subtests from the Stanford Achievement Tests and direct measures of reading and written language were administered twice to 83 low-achieving students in grades 3-6. Analyses indicated that greater student gains were evident on the direct measures than on the standardized achievement test. (Author)

ED 236 215 TM 830 733

Wilkinson, Cheryl Yelich; Oakland, Thomas

Stability of the SOMPA's Health History Inventory.

PUB DATE- Aug 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTIONS- Anglo Americans; Biographical Inventories; Black Students; Elementary Education; Health; *Longitudinal Studies; Medical Case Histories; Mexican Americans; *Scores; Screening Tests; *Test Reliability
IDENTIFIERS- *System of Multicultural Pluralistic Assessment; *Test Retest Reliability; Test Score Variance

Interest in and use of the System of Multicultural Pluralistic Assessment's (SOMPA's) Health History Inventories (HHI) has been intensive despite the unavailability of psychometric data estimating its stability. This paper reports the results of a longitudinal study designed to provide data on the stability of the HHI over a four year period. The 44 elementary school children studied were drawn from middle and lower class Anglo, Black, and Mexican-American families. Variance in scores is observed between the two administrations of HHI. Means change somewhat, test-retest correlations generally are moderate and lines of best fit for the two sets of data suggest change in scores. Although some variance may be attributable to health incidents which occurred between the two administrations, some variance also is attributable to respondent inconsistency as noted on questions that should receive the same answer across administrations. Despite this variance, "at risk" and "not at risk" classifications made from each Health History Inventory generally are stable. (Author)

ED 236 292 UD 023 178

Halasa, Ofelia
Pilot Projects. Disadvantaged Pupil Program Fund. Evaluation Report, 1982-83.
Cleveland Public Schools, OH. Dept. of Research and Analysis.
PUB DATE- Jul 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Autism; *Compensatory Education; *Disadvantaged Youth; Educationally Disadvantaged; Elementary Secondary Education; Improvement Programs; Instructional Innovation; Multiple Disabilities; *Pilot Projects; Potential Dropouts; *Program Effectiveness; Program Evaluation; *Remedial Programs; *Special Education; Visual Impairments
IDENTIFIERS- Cleveland Public Schools OH

This report presents an evaluation for the school year 1982-1983, of the Pilot Projects component of the Cleveland Public Schools, for grades K-10. The purpose of the component is to develop and pilot innovative approaches for meeting selected needs of disadvantaged students at the local level. Pilot Projects are small grants that are designed, implemented, and evaluated by local school personnel. Ongoing supervision of selected projects is provided by the project manager, school principals, and subject-area supervisors. Progress reviews and final evaluation forms are completed by coordinators. In the school year 1982-83, the projects funded were: Concrete Mathematical Abilities; Developmental Play Labs and Curriculum (for multihandicapped/autistic children); Home Learning Center Curriculum (for autistic children); Improvement of Basic Social Studies Skills among Geography Students; Practical Life Skills and Sensorial Training (for nonreading visually impaired, children); Practical and Real Life Language and Learning Usage; and Self Imagery Improvement (for potential dropouts). No evaluation material was received for two of the projects, but 15 (94 percent) of the 16 objectives for the remaining 5 projects were attained, reflecting better than average success in project implementation. (CMG)

ED 236 151 SP 023 216

Martin, David S.
Can Teachers Become Better Thinkers?
PUB DATE- Nov 83
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)
DESCRIPTIONS- *Cognitive Development; *Cognitive Processes; *Inservice Teacher Education; *Outcomes of Education; Problem Solving; *Program Effectiveness: Program Implementation; Secondary Education; Secondary School Teachers; Student Development; *Student Teacher Relationship; Teacher Effectiveness; Teacher Improvement; Teacher Influence

Much criticism is being leveled today at the teaching profession, both for failure to provide students with high levels of cognitive functioning, and for failure to apply careful and systematic thinking to the execution of the many demanding instructional tasks required of the teacher's role. A special pilot study tested the effects of a systematic cognitive intervention program on a group of 14 inservice teachers at the Model Secondary School for the Deaf at Gallaudet College (Washington, DC) during a one-year period. The cognitive intervention program used was "Instrumental Enrichment," a special content-free, paper-and-pencil intervention program in which the learner improves problem-solving strategies in 14 cognitive areas, such as comparison, categorization, orientation in space, analytic perception, and logical reasoning. The instructor mediates the learner's work with these materials and provides insight through discussion about the application of these strategies to subject matter and to life situations. When contrasted with a control group of teachers, results indicated that the special program enhanced: use of questioning skills that produced higher cognitive functioning in students; giving of clear and concise directions; provision of instructional alternatives to individual students; diagnosis of student needs; and involvement of students in decision making. It was concluded that inservice training for teachers in improvement of their adult cognitive skills is essential to many of the daily professional tasks of the teachers. (Author/JMK)

ED 236 182 TM 830 687

Gotfredson, Gary D.; And Others

Standards for Program Development Evaluation Plans. Report No. 341.

Johns Hopkins Univ., Baltimore, Md. Center for Social Organization of Schools.

SPONS. AGENCY- National Inst. for Juvenile Justice and Delinquency Prevention (Dept. of Justice/LEAA), Washington, D.C.; National Inst. of Education (ED), Washington, DC.

PUB DATE- Jun 83

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTIONS- *Evaluation Methods; Program Descriptions; *Program Development; *Program Evaluation; Program Implementation; Research Methodology; Research Needs; *Standards

IDENTIFIERS- *Program Development Evaluation

This report, prepared by the Delinquency and School Environments Program of the Center for Social Organization of Schools, presents a set of standards for implementing Program Development Evaluation (PDE), a method for strengthening school organizational and research effectiveness. This report supplements an earlier account of the Program Development Evaluation (PDE) method for developing and evaluating programs by providing more explicit guidance in the creation and assessment of implementation and evaluation plans. Imperative, essential, and desirable standards for various elements of plans created using this method are described. Consultants, researchers, and program developers may apply these standards in determining whether or not they are actually implementing the PDE method, and these standards are useful in training workers to use the method. (Author/PN)

ED 236 231 TM 830 753

Ziomek, Robert L.; Szymczuk, Mike

A Comparison of Approaches for Setting Proficiency Standards via Monte Carlo Simulations. Research Evaluation Development Technical Report Series, No. 2.

Des Moines Public Schools, IA. Dept. of Evaluation and Research.

PUB DATE- 83

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTIONS- *Classification; Computer Simulation; *Error of Measurement; Evaluation Methods; *Minimum Competency Testing; School Districts; *Scores; Secondary Education; *Standards

IDENTIFIERS- *Contrasting Groups Method; Monte Carlo Methods; Repeated Measures Design; *Standard Setting

In order to evaluate standard setting procedures, apart from the more commonly applied approach of simply comparing the derived standards or failure rates across various techniques, this study investigated the errors of classification associated with the contrasting groups procedures. Monte Carlo simulations were employed to produce masters/nonmasters score distributions sampled from normal and left-skewed parent score distribution populations. In addition, three levels of score distribution overlap (noise) between the master/nonmaster subpopulations were simulated to examine the effects of this phenomenon on errors of classification. (Author)

ED 236 262 UD 023 105

Hotard, Stephen R.; Cortez, Marion J.

Computer Assisted Instruction as an Enhancer of Remediation.

PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTIONS- Academic Achievement; *Achievement Gains; *Arithmetic; *Compensatory Education; *Computer Assisted Instruction; *Disadvantaged Youth; Elementary Education; Elementary School Mathematics; Individualized Instruction; Junior High Schools; Programed Instruction; *Remedial Mathematics; Skill Development; Teaching Methods
IDENTIFIERS- Elementary Secondary Education Act Title I; *Louisiana (Lafayette Parish)

In the 1980-81 school year, the Title I program in Lafayette Parish, Louisiana, initiated research into the effectiveness of computer-assisted instruction (CAI) for mathematics in grades 3-6. Children from two lower socioeconomic area schools, who were one or more years below grade placement but were already making gains of 6-9 months due to an effective pull-out math lab took part in the CAI study. Students from both schools were matched, and members of matched pairs were randomly assigned to either the CAI group of non-CAI group. Both groups continued to receive standard math lab instruction, the experimental group received 10 minutes of daily CAI. Pre- and post- evaluations showed educationally meaningful grade achievement gains and grade equivalent gains for the CAI group. Though not as rigourously controlled, data from the previous year concurred with the 1980-81 results. Funding cuts in 1981-82 brought an end to the math lab for Title I students (grades 5-8) who, in addition to regular classroom instruction, were now given 10 minutes of daily CAI drill. Gain scores were superior to the gains made in the experimental program of 1980-81. There was no comparison group, however. In 1982-83, results for all students were obtained in a standard score format, and comparison data from the State and nation were obtained. Results demonstrated stable, sizeable, and meaningful gains for CAI students, as compared with non-CAI students in Lafayette Parish and with State and national results, showing that daily CAI practice enhances the process of remediation. (CMG)

ED 236 277 UD 023 155

Report to the United States District Court, District of Massachusetts, on Boston School Desegregation. Volume I.
Massachusetts State Board of Education, Boston.
PUB DATE- 15 Jul 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Bilingual Education; College School Cooperation; *Compliance (Legal); Conflict Resolution; *Desegregation Effects; Discipline; Elementary Secondary Education; Parent Associations; Personnel Integration; School Business Relationship; *School Desegregation; School Security; Special Education; Student Organizations; Student Placement; Student Transportation; Vocational Education
IDENTIFIERS- *Boston Public Schools MA

This is the executive summary of the first of a series of planned studies on progress in the desegregation of the public schools in Boston, Massachusetts. The report covers the legal mandate, objectives, monitoring process, and findings for each of 12 areas which State officials are charged with monitoring: (1) student assignments; (2) desegregation of faculty and administrative staff; (3) special desegregation measures at specific schools; (4) desegregation of special education programs; (5) bilingual education; (6) vocational and occupational education; (7) student transportation; (8) school facilities; (9) school safety and security; (10) student discipline; (11) institutional pairings (with colleges/universities and businesses); and (12) parent and student organizations. Also included are brief discussions of dispute resolution and possible modifications to the outstanding judicial orders. (GC)

ED 236 166 TM 830 627

Hunter, John E.

The Dimensionality of the General Aptitude Test Battery (GATB) and the Dominance of General Factors over Specific Factors in the Prediction of Job Performance for the U.S. Employment Service.

Michigan State Dept. of Labor, Detroit. Michigan Employment Security Commission.
SPONS. AGENCY- Employment and Training Administration (DOL), Washington, D.C.
REPORT NO.- USES-TRR-44
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Aptitude Tests; Career Counseling; *Factor Structure; Job Performance; Job Placement; Predictor Variables; *Test Construction; Testing Programs; *Test Validity; *Vocational Aptitude
IDENTIFIERS- Employment Service; *General Aptitude Test Battery; *General Factor (Intelligence)

The structure of this report is as follows: First, specific aptitude theory and general ability theory, the two theories of the relation between ability and job performance, are presented and differentiated. Second, there is a discussion of problems in the current use of the General Aptitude Test Battery (GATB) and of problems in the use of multiple cutoff scores based on small sample data. Third, there is a discussion of the dimensionality of the GATB in traditional factor analytic terms. That is, there is an analysis of the correlations between specific aptitude scores over persons.

This culminates in a breakdown of each of the nine specific aptitudes and the three general ability composite scores in terms of general factor variance, specific factor variance, and error variance. Fourth, there are the data on the correlation of aptitude validity coefficients across jobs. These data tend to support the general ability theory. Further evidence for the general ability theory is presented in connection with spatial aptitude. The practical implication of these findings is that the search for applications of specific aptitudes to the prediction of job performance will require either very large sample size studies (N=1,000) for particular jobs or the identification of special job families. (PN)

ED 236 183 TM 830 688

Spatial Encounters: Exercises in Spatial Awareness.
New Mexico Univ., Albuquerque.

SPONS. AGENCY- Women's Educational Equity Act Program (ED), Washington, D.C.
PUB DATE- 80
AVAILABLE FROM- WEEA Publishing Center, 1982 Education Development Center, Inc., 55 Chapel Street, Newton, MA 02160.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Elementary Secondary Education; Females; *Learning Activities; Perceptual Development; Sex Differences; *Spatial Ability; *Visualization; *Visual Measures; *Visual Perception

This series of activities on spatial relationships was designed to help users acquire the skills of spatial visualization and orientation and to improve their effectiveness in applying those skills. The series contains an introduction to spatial orientation with several self-directed activities to help improve that skill. It also contains seven sets of exercises that focus primarily on spatial visualization: memory of shapes, figure completion, rotation, spatial memory and rotation, hidden shapes, and cutout forms. Each set begins with fairly simple exercises and progresses to those that are more difficult. In addition, each set builds on the skills of the previous ones. The sets of exercises are appropriate for all age levels, with the exception of prekindergarten. The activities are self-contained and can be completed with or without the supervision of an instructor. Each set of activities contains an instruction sheet that gives the objective(s) of the set, examples of everyday applications, directions for use, and suggestions for self-directed practice. Answers are given on the back of each exercise page for those who want immediate feedback and also on a separate solutions page that concludes each set of activities. Careers contingent upon the ability to perceive spatial relationships are listed and readings and games are suggested. (PN)

ED 236 199 TM 830 708

Tindal, Gerald; And Others
The Technical Adequacy of a Basal Series Mastery Test: The Scott-Foresman Reading Program.
Minnesota Univ., Minneapolis. Inst. for Research on Learning Disabilities.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
REPORT NO.- IRLD-RR-128
PUB DATE- Jul 83
CONTRACT- 300-80-0622
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Basal Reading; Criterion Referenced Tests; Grade 4; Intermediate Grades; *Mastery Tests; Measurement Techniques; Reading Research; *Reading Tests; *Test Reliability; *Test Validity
IDENTIFIERS- *Scott Foresman Company; *SRA Basic Reading Series; Word Reading Test

The purpose of this study was to examine the reliability and validity of a basal reading series mastery test. Subjects were 25 fourth graders, who were tested once on the SRA Reading Achievement Test, twice on the Scott-Foresman End-of-Book 9 Criterion-referenced Test (CRT), and once on the Word Reading Test. Traditional psychometric correlational analyses as well as strategies specifically designed for examining the adequacy of criterion-referenced tests were applied to the data to investigate the following dimensions of the technical adequacy of the CRT: consistency of student performance across two administrations of the CRT, criterion-related validity of the CRT scores with respect to two other measures of reading proficiency, and criterion-related validity of the CRT mastery/nonmastery decisions with respect to pre/post instructional status. Results indicated that the reliability and validity was acceptable for the total test and the scale scores, with the exception of the Literacy Understanding/Appreciation scale and, in some cases, the Word Identification scale. Implications for the development and use of criterion-referenced tests are discussed. (Author)

ED 236 216 TM 830 734

Wilkinson, Cheryl Yelich; Oakland, Thomas
Stability of the SOMPA's Sociocultural Modalities.
PUB DATE- Aug 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)
DESCRIPTIONS- Anglo Americans; Black Students; Cultural Background; Elementary Education; *Family Characteristics; Interviews; *Longitudinal Studies; Mexican Americans; Parent Conferences; Psychological Testing; *Rating Scales; Scores; Social Status; *Test Reliability
IDENTIFIERS- *System Of Multicultural Pluralistic Assessment; *Test Retest Reliability; Test Score Variance

The introduction of the System of Multicultural Pluralistic Assessment's (SOMPA's) Sociocultural Scales potentially enables psychologists to more formally acquire and use information about sociocultural characteristics within children's families. However, until now, data on the Scale's stability have not been available. This paper reports the results of a longitudinal study which examines the stability of the Sociocultural Scales over a four year period. The 44 elementary school children studied were drawn from middle and lower class Anglo, Black and Mexican American families. Although some variance in scores is noted, the Sociocultural Scales generally are stable. The magnitude of change in individual and in mean scores is not large, and test-retest correlations are moderate to high. While actual changes in family conditions may have contributed to score variance, scores on items which should have been the same across administrations suggest that respondent or interviewer inconsistencies also may contribute to variance in scores. (Author)

ED 236 232 TM 830 754

Ziomek, Robert L.; Wilson, Mark
A Proposed Additional Index to Glass' Effect Size Estimator with Application to Mastery Learning Experiments. Technical Report Series No. 3.
Des Moines Public Schools, IA. Dept. of Evaluation and Research.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Academic Achievement; *Effect Size; *Estimation (Mathematics); *Mastery Learning; *Measurement Techniques; *Outcomes of Education; Research Methodology
IDENTIFIERS- *Effect Size Estimator (Glass G V); Variability; *Variance (Statistical)

The emphasis of mastery learning instruction is unique in that concern is not only with raising the level of achievement but also with reducing the variability of achievement among the students instructed. The Glass effect size estimator, presently used an an index to measure the effectiveness of mastery learning experiments, is examined relative to these two conditions. This paper advances the thesis that the Glass effect size estimator represents only one dimension in the assessment of mastery learning experimental outcomes. The second dimension of effect, relevant to mastery learning outcomes, is the variability of the effect. The index to be proposed is directed at assessing this condition, in addition to the information provided by the effect size estimator. (Author)

ED 236 248 TM 830 778

Anderson, Beverly L.; Ward, Barbara J.
Student Achievement in America: State Policy Implications for a High Technology Economy.
Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- NAEP-AY-HT-35
PUB DATE- Aug 83
GRANT- NIE-G-80-0003
AVAILABLE FROM- National Assessment of Educational Progress, Box 2923, Princeton, NJ 08541.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143)
DESCRIPTIONS- *Academic Achievement; *Basic Skills; Educational Assessment; *Educational Needs; Elementary Secondary Education; *Futures (of Society); Minimum Competencies; National Programs; *Public Policy; *Technological Advancement
IDENTIFIERS- High Technology; *National Assessment of Educational Progress

Three aspects of the match between education and the demands of our changing economic situation are examined. First, the skills students will need for the future are identified. These skills included competencies in reading, writing, speaking and listening, mathematics, science, reasoning, basic employment, economics, and computer literacy. Second, current levels of achievement with respect to these skills are explored. The data are drawn from the results of the National Assessment of Educational Progres (NAEP) in reading, mathematics, science, writing, literature, and consumer competencies. The overall NAEP findings were not particularly encouraging, especially for 17-year-olds. This paper concludes by making suggestions for correcting this mismatch between current achievement levels and necessary skills. It is recommended that educators first examine the lists of skills needed, determine which are appropriate for individual states or communities, and sort through those skills with business and industry leaders and parents. Then these groups should act in concert to remedy the problems they face. Primary type of information provided by report: Procedures (Analysis). (BW)

ED 236 293 UD 023 179

Morton-Watts, Gwendolyn
Motivational-Cultural Experiences. Disadvantaged Pupil Program Fund. Evaluation Report, 1982-83.
Cleveland Public Schools, OH. Dept. of Research and Analysis.
PUB DATE- Jul 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Aesthetic Education; Art Appreciation; *Compensatory Education; Cultural Activities; *Cultural Enrichment; Dance; Disadvantaged Youth; Drama; *Educationally Disadvantaged; Elementary Secondary Education; *Health Education; Music Appreciation; *Program Effectiveness; Program Evaluation; Student Motivation
IDENTIFIERS- Cleveland Public Schools OH

Provided here is an interim evaluation, for the school year 1982-83, of the Motivational-Cultural Experiences project of the Cleveland Public Schools. The purpose of the project is to provide activities which enhance and enrich the experiences of urban children, grades K-12, by transporting them to local cultural facilities for performances of music, drama, and dance, by bringing such performances into the schools, and by providing subjected-related experiences to motivate learning. Classroom instructional programs supplement these activities. In the school year 1982-83, Chapter I students from 112 schools attended 16 cultural/multicultural events. Subject-related experiences were provided by the Health Division. Upper-grade elementary school students and their parents were given the opportunity to visit the Health Activities Center and the Cleveland Health Museum, where program activities enhanced the students' interest in health and provided parents with a better understanding of the health and family life curriculum. The project's five objectives were all attained, and principal, teacher, and student responses to questionnaires and informal interviews were positive. (CMG)

ED 236 278 UD 023 156

Report to the United States District Court, District of Massachusetts, on Boston School Desegregation. Volume II.
Massachusetts State Board of Education, Boston.
PUB DATE- 15 Jul 83
LANGUAGE- English
EDRS Price - MF03/PC25 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - General (140)
DESCRIPTIONS- Bilingual Education; College School Cooperation; Compliance (Legal); Conflict Resolution; Desegregation Effects; Discipline; Elementary Secondary Education; Magnet Schools; Parent Associations; Personnel Integration; *Racial Composition; School Business Relationship; *School Desegregation; School Security; Special Education; Student Organizations; Student Placement; Student Transportation; Vocational Education
IDENTIFIERS- *Boston Public Schools MA

This is the first of a series of planned studies undertaken (by court order) by the Massachusetts State Board of Education in order to monitor the progress toward desegregation in the Boston Public Schools. This volume includes the reports produced by department staff in areas monitored, together with selected statistical and other information provided to the department by the public school system. The 12 areas for which extensive reports are provided include: (1) student assignments (with statistical breakdowns by grade level, type of class, and type of school); (2) staff and teacher desegregation; (3) special desegregation efforts in particular schools; (4) special education; (5) bilingual education; (6) occupational education; (7) student transportation; (8) school facilities; (9) school safety and security; (10) student discipline; (11) institutional pairings (with colleges/universities and businesses); and (12) parent and student organizations. Attached is a "report and recommendation of resolution" regarding the desegregation dispute raised by the Boston Teachers Union. (GC)

and Others
Perspective-Taking and Social Behavior in Behaviorally Disordered Boys.
ED 235 903

Abatso, Yvonne
Coping Strategies: Retaining Black Students in College.
ED 235 741

Abel, R. Robert
Item Bias in the PPVT-R for Anglo-American and Mexican-American Children.
ED 236 212

Abernathy, Sandra M.
Speculation Upon the Implementation of P.L. 94-142 in New Mexico's Rural School Districts.
ED 235 975

Acquarelli, Kristen
Literature in the Classroom for Upper Elementary.
ED 235 468

Adler, Nancy
Anxiety, Stress and Social Support: Prenatal Predictors of Obstetrical Outcomes.
ED 235 922

Ahmann, J. Stanley
The Academic Achievement of Young Americans. Fastback 196.
ED 236 205

Ahngasuk, Margaret
Inupiaq Cultural Enrichment Program. Junior High-High School.
ED 235 963

Ainley, John
Resource Allocation in the Government Schools of Australia and New Zealand. A Summary of the Reports of the Staffing and Resources Study. ACER Research Monograph No. 15.
ED 235 591
Six Hundred Schools: A Study of Resources in Australian and New Zealand Government Schools. Staffing and Resources Study Report No. 2. ACER Research Monograph No. 17.
ED 235 593

Alfian
Mass Media and Development in Indonesia.
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Allison, Derek J.
Current Attractions of Teaching As Perceived by Preservice Students.
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Fighting TV Stereotypes. An ACT Handbook.
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Alton-Lee, Adrienne
Understanding Teaching and Learning in Classrooms: A Predictive Case Study Approach (Methodology, Preliminary Results and Implications for Teachers).
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And Others.
Whatever Happened to Rural Women? A Comparative Study of Labor Force Participation.
ED 235 961

Anderson, Beverly L.
Student Achievement in America: State Policy Implications for a High Technology Economy.
ED 236 248

Anderson, Zola
Handicapped Children's Performance on Standard and Adaptive Items of the Stanford-Binet Intelligence Scale (Form L-M). Working Papers in Developmental Disabilities.
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Angel, Dan
Nailing Jello to the Wall. Forum: What Progress Are the States Making in Initiating Higher Education Reform?
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Angel, Norris M.
Teaching Study Skills to the Exceptional Black Student.
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Arcangelo, Frank S.
A Study of Differences in Pre-Adolescent Boys' Interpersonal Perceptions and Social Adjustment.
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Argulewicz, Ed N.
Item Bias in the PPVT-R for Anglo-American and Mexican-American Children.
ED 236 212

Armenoff, Thomas C., Ed.
Moving Forward in Times of Adversity: Proceedings of the Annual Rural and Small School's Conference (4th) and the Kansas Community Education Association Conference (Manhattan, Kansas, November 15-16, 1982).
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Armfield, Marge
Getting a Head Start on Prewriting Skills.
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Arnold, Bill R.
The Hispanic Handicapped: A Bibliographic Listing of Relevant Attitudinal Research.
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Arnold, John David
The Portable Practical Educational Preparation: The History of a Process, 1967-1981.
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Aronson, David M.
CRISP-Psychometric Assessment of Postdivorce Stress/Adjustment in Children.
ED 236 235

Arrington, Karen McGill
Statement on the Fiscal Year 1984 Education Budget. United States Commission on Civil Rights Clearinghouse Publication 79.
ED 235 562

Asheim, Lester, Ed.
Reading and Successful Living: The Family-School Partnership.
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Asher, Steven R.
Social and Motivational Influences on Reading. Technical Report No. 288.
ED 235 465

Asmussen, Christopher B.
College Faculty Satisfaction and Institutional Identification.
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Atkinson, Elaine P.
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ED 236 161

Avery, Paul J.
FINS: A Guide to the LaConner School District's Program In Fishing Industry Specialization.
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Aylesworth, Martin
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Bahret, Mary Jean
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Baird, Leonard L.
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Baker, Betty Ruth
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Baker, Stanley, B.
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Balka, Don S.
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Banfield, Beryle
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Bannister, Rosella
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Banta, Wendy P.
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A Comparative Study of Rural Schools in Texas, New Mexico, and Arizona.
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ED 235 951

Barnett, George A.
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Barr, Rebecca
A Sociological Approach to Classroom Instruction. Occasional Paper No. 6.
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Baum, Steven K.
CRISP-Psychometric Assessment of Postdivorce Stress/Adjustment in Children.
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Baylor, Tondelaya Kateri
Equal Education Opportunity Program Clientele: Characteristic, Needs, and Interest. Occasional Paper No. 1.
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Bayne, James W.
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Instructional Implications of WPPSI Subtests for the Early Childhood Educator.
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Bell, Beverley
Animal, Plant, Living: Notes for Teachers. Learning in Science Project. Working Paper No. 30.
ED 236 013
Video: Animals; Electric Current; Force; Science Activities. Learning in Science Project. Working Papers 51-54.
ED 236 029

Bell, Beverley, Ed.
Teaching about Animal, Plant, Living. Part 1. Learning in Science Project. Working Paper No. 31.
ED 236 014

Bell, T. H.
A Compendium of Quotations by the Secretary on Education Issues and the Role of the Federal Government in Education. Part I--1983, Part II--1982.
ED 235 556

Benitez, Patti
Response Rates to Mail Questionnaires in an Ethnic Minority Population.
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Betres, James J.
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Birkey, C. Jean
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Bitter, Gary G.
A Scope and Sequence Curriculum (K-12) for Computer Literacy.
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Bjorklund, Eskil
The Research on Higher Education Program. Swedish Research on Higher Education, 1983-1.
ED 235 739

Black, Mary C.
Readability as an Interactive Process: An Analysis of the Syntactic and Semantic Effects on Text of Cloze Errors Associated with Variation in the Structure of Text and in Readers' Knowledge of Topic.
ED 235 477

Blackwelder, David E.
Effects of Boys' Improving, Deteriorating, and Stable Learning Performances on Their Mothers' Administration of Rewards and Punishers.
ED 235 898
Grandmothers' and Mothers' Rewarding and Punishing of Their Children.
ED 235 893

Blackwell, James E.
Networking and Mentoring: A Study of Cross-Generational Experiences of Blacks in Graduate and Professional Schools.
ED 235 745

Blai, Boris, Jr.
Nuclear Radiation Damages Minds!
ED 235 999

Blakely, Edward J.
New Challenges for Rural Economic Development. Working Paper No. 400.
ED 235 979

Blanchard, Harry E.
Inferences and the Construction of Mental Models in Reading Comprehension.
ED 235 469

Blank, Rolf K.
Guide to Magnet School Development.
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Survey of Magnet Schools. Analyzing a Model for Quality Integrated Education. Executive Summary. Final Report of a National Study.
ED 236 303
Survey of Magnet Schools. Analyzing A Model for Quality Integrated Education. Final Report of a National Study.
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Block, Jeanne H.
Parental Consistency in Child-Rearing Orientation and Personality Development.
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Blume, Libby Balter
Volunteer Grandparents in Head Start.
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Boe, Robyn
Toward Solutions: The Work of the Biology Action-Research Group. Learning in Science Project. Working Paper No. 29.
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Bokemeier, Janet
Whatever Happened to Rural Women? A Comparative Study of Labor Force Participation.
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Bonnette, Della, Ed.
Proceedings of the NECC/5 National Educational Computing Conference 1983 (5th, Baltimore, Maryland, June 6-8, 1983).
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Boone, Mary
Negotiation through Power, Ideology, and Technology in the Local Development of the Catholic Telecommunications Network of America.
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Booth, Tony
Special Needs in Education (E241): An Alternative System: A Special Imagination, Unit 16. Second Edition.
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Special Needs in Education (E241): Eradicating Handicap, Unit 14.
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Special Needs in Education (E241): Handicap Is Social, Unit 13.
ED 235 622
Special Needs in Education (E241): National Perspectives, Unit 10.
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Special Needs in Education (E241): Research and Progress in Special Education, Unit 15.
ED 235 624
Special Needs in Education (E241): Special Biographies, Unit 1/2.
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Booth, Tony, Ed.
The Nature of Special Education: People, Places and Change.
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Borchardt, Donald A.
Professionals on Campus: Bridging the Gap with "The Fortress" and a Grant.
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Borus, Michael E., Ed.
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Pathways to the Future, Vol. III. The National Longitudinal Surveys of Youth Labor Market Experience in 1981. Final Report.
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Pathways to the Future: A Report on the National Longitudinal Survey of Youth Labor Market Experience in 1979.
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Watson, Betty U.
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Watson, Darlene J.
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ED 236 126

Weible, Tom
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ED 236 178

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ED 235 860

Administrator Qualifications
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Administrator Responsibility
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Administrator Role
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ED 236 274

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ED 235 302

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ED 236 126

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ED 235 363

Attitudes, Application, Action: Employability Skills for the Adult Literacy Student.
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ED 235 320

Adult Cuban Immigrant Project
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ED 235 363

Adult Education
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Adult Educators
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Cable Technology: A Challenge for Adult Educators.
ED 235 302

New Attitudes toward the Aging: A Role for Adult Education.
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Counseling Services for Illiterate Adults.
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Educators of Adults and Information Gaps (Literacy, Ability to Use Technology and Access to Information).
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Organizing a Successful Adult Literacy Program.
ED 235 320

Adult Programs
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Adult Reading Programs
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ED 235 323

Attitudes, Application, Action: Employability Skills for the Adult Literacy Student.
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Guide to Selection of Adult Literacy Materials. Analyze before You Buy.
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Organizing a Successful Adult Literacy Program.
ED 235 320

Adult Students
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Meeting Needs of Adult University Students: A Model Designed by Adult Students.
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Altruism
Mood and Sharing Condition Effects on the Display of Altruism. ED 235 906
Ambiguity
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Navajo Arts and Crafts. ED 235 969
The Navajo Way of Life: A Resource Unit with Activities for Grades 4-6. ED 235 962
American Indian Education
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Inupiaq Cultural Enrichment Program. Junior High-High School. ED 235 963
Kinaalda: A Navajo Puberty Ceremony. ED 235 972
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Navajo Leadership and Government: A History. Sixth-Ninth Grade Navajo Bilingual-Bicultural Social Studies Curriculum. ED 235 973
Navajo Leadership and Government: A History. Teacher's Guide. Navajo Bilingual-Bicultural Social Studies Curriculum. ED 235 974
Source Document of Urban American Indians and Alaska Natives. ED 235 964
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Using a Native American Language as a Classroom Teaching Tool: Teaching Shoshoni Poetry. ED 235 954
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Model Child Care Licensing Standards for Indian Reservations. ED 235 953
American Indian Studies
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The Navajo Way of Life: A Resource Unit with Activities for Grades 4-6. ED 235 962
The Pawnee Experience: From Center Village to Oklahoma (Junior High Unit). ED 235 934
American Indians
Attributional Factors of Native American and Anglo Community College Students. ED 235 991
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Meeting Needs of Adult University Students: A Model Designed by Adult Students. ED 235 735
The Interactions of the Student Aid Office. ED 235 720
Anglo Americans
A Planning Process to Implement Community Based Education, Fort McDowell, Arizona ED 235 955
Attributional Factors of Native American and Anglo Community College Students. ED 235 991
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Animals
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Antisocial Behavior
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Anxiety
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Apple II Plus
Microcomputers in Vocational Home Economics Classrooms in USD #512. ED 235 330
Apprenticeships
Vocational Education and Training in Denmark (Professions/Trades). Education in Denmark. ED 235 348
Aptitude Tests
Is Age a Moderator of GATB Validity? ED 236 236
The Hiskey-Nebraska Test of Learning Aptitude in Hearing-Impaired Samples. ED 236 173
Aquariums
Marine Science Activities, Grade Six. ED 236 040
Arab States
Role of the Arab Universities in Labour Education: A Comparative Study. ED 235 754
Arbitration
A Review of Selected Arbitration, Promotion, Retention and Tenure Decisions. ED 235 762
Department of Defense Dependents Schools Special Education Dispute Management System. ED 235 668
Interpersonal Perception in International Business Negotiations: An Up-Date. ED 235 531
Archery
Teaching Archery. ED 236 146
Architectural Drafting
Development of Performance Based Education for Architectural Curricula: Instructional Program for Light Commercial Architectural Drafting. ED 235 305
Architectural Education
Development of Performance Based Education for Architectural Curricula: Instructional Program for Light Commercial Architectural Drafting. ED 235 305
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Hermosillo from A to Z. ED 236 080
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Computer Assisted Instruction as an Enhancer of Remediation. ED 236 262
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Themes. ED 235 994
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Art Expression
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Art Materials
Art and Technology. ED 235 871
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Asian Americans
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Santa Clara County Asian Health Survey: Methodology. ED 236 268
Teaching the Content Subjects to Indochinese Students. ED 236 297
Asian Studies
Perspectives on Japan: A Guide for Teachers. ED 236 090
Assessment of Basic Competencies
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Asthma
Parent Training with Asthmatic Children. ED 235 900
Atlanta Public Schools GA
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Results of the Georgia Statewide Testing Program for the Atlanta Public Schools: 1982-83. Report No. 17-9. ED 236 179
Attendance
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Attitude Change
A Study of Writing Behavior with Pre/Post Monitoring Using the Omnibus Personality Inventory, Derived from Erik Erickson's Theory of Personality. ED 235 478
New Attitudes toward the Aging: A Role for Adult Education. ED 235 298
The Influence of a Multi-Media Presentation on Sex-Role Stereotyping in Gifted Adolescents. ED 235 405
The Role of Communication in the Professional Socialization Process. ED 235 514
Attitude Measures
A Study of Writing Behavior with Pre/Post Monitoring Using the Omnibus Personality Inventory, Derived from Erik Erickson's Theory of Personality. ED 235 478
Attitudes towards the World of Work: Development of the Scales and Manual for Administration, Scoring and Interpretation. ED 235 391
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School Subjects Attitude Scales: General Information. A Brief Description of the School Subjects Attitude Scales Intended for Educators Considering Use of This Instrument. ED 236 184
Attitudes
Attitudes toward the Skilled Trades: Employment Issues in the Precision Metalworking Industry. ED 235 327
Needs Assessment of Services to Deaf-Blind Individuals. Final Report. ED 235 666
Attribution Theory
A Study of Differences in Pre-Adolescent Boys' Interpersonal Perceptions and Social Adjustment. ED 235 896
An Investigation of the Relationship of Achievement Motivation with Achievement in Mathematics for Students in the United States and Japan. ED 235 886
Causal Attributions and Person Perceptions in an Incident of Spouse Abuse. ED 235 408
Causal Attributions and Person Perceptions of Repressors and Sensitizers. ED 235 409
Culture and the Attribution Process: Techniques for Tapping the Cognitive Bases of Culture. ED 235 527
Effects of Manipulation of Outcome and Expectancy on Attributions. ED 235 441
The Stigma of Affirmative Action: An Empirical Analysis. ED 235 415
Young Children's Attributions: Pink and Blue Are for Adults Only. ED 235 905
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Student Health Mandate Report and Preliminary Recommendations. ED 236 145
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Summer School Pilot, 1982: First Report to the Texas Education Agency. ED 236 243
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Authority
Rationality, Authority and Spindles: An Enquiry into Some Neglected Aspects of Organizational Effectiveness and a Partial Application to Public Schools. ED 235 579
Autism
Spontaneous and Provoked Class Sorting Behavior among Autistic and Normal Children. ED 235 913
Auto Body Repairers
Auto Body. Block VII. AB-VII. ED 235 339
Auto Mechanics
Air Conditioner Charging. Automotive Mechanics. Air Conditioning. Instructor's Guide and Student Guide. ED 235 370
Alignment Adjustment Procedures. Automotive Mechanics. Steering & Suspension. Instructor's Guide and Student Guide. ED 235 368
Auto Mechanics. Heavy Equipment. Small Engines. ED 235 328
Front-End Types. Automotive Mechanics. Steering & Suspension. Instructor's Guide and Student Guide. ED 235 366
Intro to Valve Guide Reconditioning. Automotive Mechanics. Valves. Instructor's Guide and Student Guide. ED 235 365
Motor Transportation Technology: Automechanics. Air Conditioning. Block IX. A-IX. ED 235 342
Motor Transportation Technology: Automechanics. Fuel and Exhaust System. Block VII. A-VII. ED 235 340
Motor Transportation Technology: Automechanics. Tune-Up. Block VIII. A-VIII. ED 235 341
Pre-Alignment Checks. Automotive Mechanics. Steering & Suspension. Instructor's Guide and Student Guide. ED 235 367
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Autoinstructional Aids
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Automation
Impact of Electronic Publishing on Scholarly Journals. ED 235 789
Automobile Adjustment
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Automobile Alignment
Alignment Adjustment Procedures. Automotive Mechanics. Steering & Suspension. Instructor's Guide and Student Guide. ED 235 368
Automotive Exhaust Systems
Motor Transportation Technology: Automechanics. Fuel and Exhaust System. Block VII. A-VII. ED 235 340
Automotive Fuel Systems
Motor Transportation Technology: Automechanics. Fuel and Exhaust System. Block VII. A-VII. ED 235 340
Automotive Tune Up
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Bachelors Degrees
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The Technical Adequacy of a Basal Series Mastery Test: The Scott-Foresman Reading Program. ED 236 199
Basic Skills
A User's Guide to Project BEST Products: Print and Nonprint. ED 235 794
Assessment of Basic Competencies: A Functional Approach to the Assessment of Learning Disabilities. ED 235 651
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Interpreting Scores on the New Jersey College Basic Skills Placement Test. ED 236 223
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Number Correct versus Pattern Scoring: Results for Ethnic Groups. ED 236 175
Science Teaches Basic Skills. Handbook I. Project for Promoting Science among Elementary School Principals. ED 236 001
Student Achievement in America: State Policy Implications for a High Technology Economy. ED 236 248
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Battered Women
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Causal Attributions and Person Perceptions of Repressors and Sensitizers. ED 235 409
Beginning Reading
Transitions into Literacy. ED 235 479
Beginning Teachers
Developing a Career in the Academy: New Professors in Education. SPE Monograph Series 1983. ED 236 127
Behavior Change
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Behavior Modification
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Practicing Psychology on Campus? What You Call It Makes a Difference. ED 235 422
Special Needs in Education (E241): Psychology and Special Education, Unit 12. ED 235 621
Behavior Patterns
Causality Perspectives as Predictors of Communication Effectiveness. ED 235 517
Height as a Determinant of Submission and the Assignment of Responsibility. ED 235 412
Moral Reasoning and Personality Variables in Relation to Moral Behavior. ED 235 403
Toward a Psychobiological Theory of Motivations for Human Communication Behavior. ED 235 523
Behavior Problems
A Study of Differences in Pre-Adolescent Boys' Interpersonal Perceptions and Social Adjustment. ED 235 896
Perspective-Taking and Social Behavior in Behaviorally Disordered Boys. ED 235 903
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Behavior Theories
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Social Studies Scope and Sequence. Grade 6. ED 236 271
Teachers Guide to Social Studies in the Senior High School. ED 236 270
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Black Colleges

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Black Stereotypes

Fighting TV Stereotypes. An ACT Handbook. ED 236 062

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Coping Strategies: Retaining Black Students in College. ED 235 741

Number Correct versus Pattern Scoring: Results for Ethnic Groups. ED 236 175

Steppin' Up and Moving On: A Career Education Program for the Urban, Noncollege-Bound Student. ED 236 298

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Test Scores in New Castle County, DE.--Before and After Busing. ED 236 260

Blacks

Factors Related to the Postbaccalaureate Careers of Black Graduates of Selected Four-Year Institutions in Alabama. ED 235 740

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What's Happening in November? ED 235 957

Block Grants

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Assess Your Goals to Set Priorities. ED 235 555

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Boards of Education

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Body Height

Height as a Determinant of Submission and the Assignment of Responsibility. ED 235 412

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Nonverbal Effects in Memory for Dialogue. ED 235 428

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The PTA TV Trainer's Manual. ED 235 769

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Bulimia

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Public Schools and Weberian Bureaucracy: A Summary. ED 235 581

Burnout

Theory and Tests of a Cognitive Behavioral Model of Burnout. ED 235 437

Bus Drivers

Advanced Competencies for School Bus Drivers. ED 235 359

Bus Transportation

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Busing

"There Is No Liberty..." A Report on Congressional Efforts to Curb the Federal Courts and to Undermine the Brown Decision. ED 236 254

Test Scores in New Castle County, DE.--Before and After Busing. ED 236 260

Cable Television

Cable Technology: A Challenge for Adult Educators. ED 235 302

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California State University and Colleges

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Teaching and Learning via Interactive Satellite--A Janus View. ED 235 791

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Capital

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Cardiovascular System

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Career Awareness

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Career Choice

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Predicting Whether or Not Agricultural Education Graduates Will Teach. A Report of Research. ED 235 372

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Training Guide for Career Education. ED 235 381

Career Education

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Steppin' Up and Moving On: A Career Education Program for the Urban, Noncollege-Bound Student. ED 236 298

The Career Intern Program: A Serious Solution to Youth Unemployment. A Decade of Difference: 1972-1982. ED 236 256

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Training Guide for Career Education. ED 235 381

Career Exploration

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Succeed in the World of Work. A Handbook to Motivate the Teaching of Career Education. ED 235 326

Career Intern Program

The Career Intern Program: A Serious Solution to Youth Unemployment. A Decade of Difference: 1972-1982. ED 236 256

Career Ladders

Making It in Academia: Gurus Can Get You There? ED 235 758

The Middle Way: Patron as Guide. ED 235 759

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Career Resource Centers

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Careers

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Carpentry

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Case Flagging

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Case Studies

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Actions for Chief State School Officers. ED 235 549

Actions for Governors. ED 235 550

Actions for Legislators. ED 235 548

Actions for Local Boards of Education. ED 235 545

Actions for Principals. ED 235 547

Actions for State Boards of Education. ED 235 546

Actions for Superintendents. ED 235 544

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The PTA TV Trainer's Manual. ED 235 769

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Chemistry

Senior High Physical Sciences. ED 236 272

Chicano Literature

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Child Advocacy

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Child Guidance for Child Caregivers: Student Laboratory Manual. ED 235 353

The Professional Preschool Teacher. ED 235 928

Child Development

Child Guidance for Child Caregivers: Instructor's Guide. ED 235 352

Special Needs in Education (E241): Psychology and Special Education, Unit 12. ED 235 621

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Child Rearing

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Some Correlates of Child-Rearing Attitudes. ED 235 907

Child Welfare

The Forgotten Sufferers: Children of Inmates. ED 235 439

Childhood Attitudes

Some Correlates of Child-Rearing Attitudes. ED 235 907

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Childhood Needs

The Forgotten Sufferers: Children of Inmates. ED 235 439

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Civil Liberties

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Class Size

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Classification

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Classroom Desegregation

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Making Time To Teach. An Educational Problem/Strategy Booklet.
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The Context for Writing: A Descriptive Study of One Family-Grouped, Informal First and Second Grade Classroom.
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Climatic Concepts and Regions.
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ED 236 217

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Inferences and the Construction of Mental Models in Reading Comprehension.
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Social Studies Scope and Sequence. Grade 6. ED 236 271

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Characteristics of the Time-Series Data Collected through Curriculum-Based Reading Measurement. ED 236 197
Factors Influencing the Agreement between Visual and Statistical Analyses of Time Series Data. ED 236 194
National Assessment Analysis Procedures. ED 236 250
The Use of Content Analysis of Critical Events in Program Evaluation. ED 236 187
Visual Analysis of Time Series Data: Factors of Influence and Level of Reliability. ED 236 190

Data Collection
Practical Hints for Observational Research. ED 236 234
Present and Future Computer Applications in Special Education Research, Evaluation and Planning. ED 236 239
Questionnaires: Their Development and Use. ED 236 204

Data Interpretation
Characteristics of the Time-Series Data Collected through Curriculum-Based Reading Measurement. ED 236 197
Factors Influencing the Agreement between Visual and Statistical Analyses of Time Series Data. ED 236 194
Visual Analysis of Time Series Data: Factors of Influence and Level of Reliability. ED 236 190

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A Place Called School. Prospects for the Future. ED 236 137
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Actions for Governors. ED 235 550
Actions for Legislators. ED 235 548
Actions for Local Boards of Education. ED 235 545
Actions for Principals. ED 235 547
Actions for State Boards of Education. ED 235 546
Actions for Superintendents. ED 235 544
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Educational Needs
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Making Change... ED 236 126
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Educational Objectives
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What Is Social Studies? ED 236 060

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Financial Aid Administration. ED 235 847
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Elementary School Teachers

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Instructional Implications of WPPSI Subtests for the Early Childhood Educator. ED 235 909

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The Effects of Training Teachers in the Use of Formative Evaluation in Reading: An Experimental-Control Comparison. ED 236 189

Elementary Secondary Education

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Emotional Response

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Employment Problems

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Employment Programs

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Employment Projections

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Phonological Variation: Educational Taxonomy for Adults. ED 235 675

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Enrichment Activities

Professionals on Campus: Bridging the Gap with "The Fortress" and a Grant. ED 235 526

Enrollment Influences

Occupational Demand and the Rise of Postsecondary Vocational Education. ED 235 566

Enrollment Projections

Participation Rates and Future Enrolment in Ontario Universities. Report 83-8. ED 235 736

Enrollment Rate

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Enrollment Trends

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Environmental Awareness

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Environmental Influences

Perceptions of Compliance-Gaining Situations: An Extended Analysis. ED 235 533

Social Studies Scope and Sequence. Grade 6. ED 236 271

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Epistemology

New Concepts in Instrumentation Development to Measure the Perry Scheme. ED 235 438

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Comparison of IRT Observed-Score and True-Score 'Equatings.' ED 236 207

Test Scores in New Castle County, DE.--Before and After Busing. ED 236 260

Equipment

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Equipment Maintenance

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Essay Tests

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Estimation (Mathematics)

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Ethical Instruction

The Responsibility of Colleges and Universities for Building Ethical and Moral Character in Their Students. ED 235 756

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Ethical Perspectives, Reactions to Other's Moral Behavior, and Consequent Moral Action. ED 235 436

Ethics in Technology. ED 235 429

Ethics Position Questionnaire (Forsyth)

Ethical Perspectives, Reactions to Other's Moral Behavior, and Consequent Moral Action. ED 235 436

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Ethnic Groups

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Evaluation Criteria

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ED 235 346

The Employment Impact of Government Spending.
ED 235 568

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ED 235 556

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ED 235 726

Christian Schools and Public Schools In Small Rural Communities of the Northeast.
ED 235 958

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ED 235 694

Dissemination Management Project. Final Report.
ED 235 839

Education and Federalism: Doctrinal, Functional, and Strategic Views.
ED 235 569

Nailing Jello to the Wall. Forum: What Progress Are the States Making in Initiating Higher Education Reform?
ED 235 757

The Path to Excellence: Quality Assurance in Higher Education. ASHE-ERIC Higher Education Research Reports, No. 1. FYI Executive Summary.
ED 235 697

Government Spending
The Employment Impact of Government Spending.
ED 235 568

Governmental Structure
Navajo Leadership and Government: A History. Sixth-Ninth Grade Navajo Bilingual-Bicultural Social Studies Curriculum.
ED 235 973

Navajo Leadership and Government: A History. Teacher's Guide. Navajo Bilingual-Bicultural Social Studies Curriculum.
ED 235 974

Grade 1
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ED 236 284

Graded Word Reading Tests
A Comparative Analysis of Three Widely Used Graded Word Reading Tests.
ED 235 473

Grading
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ED 235 765

Sources of Elementary School Grading.
ED 236 135

Graduate Students
A Community Service for a Rural High School.
ED 235 982

Graduate Study
Networking and Mentoring: A Study of Cross-Generational Experiences of Blacks in Graduate and Professional Schools.
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Peacebook: A Resource Guide for Peace Studies at U.C. Berkeley, 1982-83 and 1983-84.
ED 236 068

Program Delivery in Distance Education--One Successful Strategy.
ED 235 884

Graduation Requirements
Minimum Competency Graduation Testing Programs and the Law.
ED 236 163

Grammar
A Papago Grammar.
ED 235 989

Grandparents
Grandmothers' and Mothers' Rewarding and Punishing of Their Children.
ED 235 893

Volunteer Grandparents in Head Start.
ED 235 904

Grants
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ED 235 726

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ED 235 707

Graphic Arts
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ED 235 301

Greeley (Horace)
Horace Greeley and the Newspaper Forum Function: A New Source for the Social Responsibility Theory.
ED 235 483

Grief
Financial Perils in Higher Education--Good Grief!
ED 235 764

Group Discussion
A Theoretical Foundation for the Study of Inferential Error in Decision-Making Groups.
ED 235 513

Causal Attributions and Person Perceptions in an Incident of Spouse Abuse.
ED 235 408

Group Dynamics
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A Theoretical Foundation for the Study of Inferential Error in Decision-Making Groups.
ED 235 513

Group Homes
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Group Unity
Helping Behavior: Effects of Stress and Commonality of Fate on Females.
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Guidance
Child Guidance for Child Caregivers: Student Laboratory Manual.
ED 235 353

Guidance Programs
Guidance: A Better Way!
ED 235 458

Steppin' Up and Moving On: A Career Education Program for the Urban, Noncollege-Bound Student.
ED 236 298

Haitian American Training Institute
Management of the Haitian American Training Institute in Relationship of Industrial and Human Service Methodologies.
ED 235 362

Haitians
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ED 235 362

Hand Tools
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ED 235 338

Handicap Identification
Assessment of Basic Competencies: A Functional Approach to the Assessment of Learning Disabilities.
ED 235 651

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ED 235 605

Special Needs in Education (E241): Eradicating Handicap, Unit 14.
ED 235 623

The Learning Disabilities Program in Job Corps.
ED 235 604

Handicrafts
Industrial Crafts. A Bilingual Text = Trabajos Manuales Industriales. Un Texto Bilingue.
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Navajo Arts and Crafts.
ED 235 969

Handwriting
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ED 235 637

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ED 235 912

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ED 235 659

Health Care Teams
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ED 236 293

Project Hearty Heart. A Cardiovascular Fitness Curriculum for First Grade Children.
ED 236 122

School Health Education: A Manual for Making It Happen in Your District.
ED 236 147

The Prediction of Interest in Health Promotion.
ED 235 411

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ED 236 268

School Health Education: A Manual for Making It Happen in Your District.
ED 236 147

UNICEF Annual Report 1983.
ED 235 879

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Health Programs
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ED 235 411

Health Services
The Mexican-American in the Health Care System.
ED 235 944

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Hearing Impairments
Help! Libraries and the Hard of Hearing.
ED 235 821

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ED 235 829

The Hiskey-Nebraska Test of Learning Aptitude in Hearing-Impaired Samples.
ED 236 173

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ED 235 766

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ED 235 456

Heavy Equipment Mechanics
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ED 235 328

Hebrew
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Helping Behavior
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Helping Relationship
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ED 236 165

High Achievement
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Social Interactions of Preschool Hyperactive Boys.
ED 235 924

Special Needs in Education (E241): Eradicating Handicap, Unit 14.
ED 235 623

The Developing Child: Discussion Papers.
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High Risk Students
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High School Seniors
The Structure of College Choice.
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High Schools
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ED 235 982

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High Technology
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Higher Education
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ED 235 748

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Education and Business Prospering Together: Methods Which Work in the Collaborative Process.
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Financial Perils in Higher Education--Good Grief!
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Spanish in the U.S. Setting: Beyond the Southwest.
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ED 236 261

History
Special Needs in Education (E241): Origins, Unit 9
ED 235 618

The Practice of Special Education.
ED 235 609

History Instruction
National History Day Contest Guide.
ED 236 056

Holidays
What's Happening in November?
ED 235 957

Holistic Approach
Communication Education Throughout the University: An Alternative to the One-Shot Inoculation Approach.
ED 235 507

Scoring the Essays: New Jersey College Basic Skills Placement Test.
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ED 235 845

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Home Computers
The Diffusion of Home Computers: An Exploratory Study.
ED 235 786

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ED 235 311

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ED 235 351

Microcomputers in Vocational Home Economics Classrooms in USD #512.
ED 235 330

Home Management
Comprehensive Guide for Middle School Programs. Instructor's Guide.
ED 235 311

Homemaking Skills
Comprehensive Guide for Middle School Programs. Instructor's Guide.
ED 235 311

Homework
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ED 236 249

Homiletics
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ED 235 444

Horses
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ED 235 558

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ED 236 059

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ED 236 120

Teaming, Staffing, and Improving Instruction.
ED 235 554

Human Services
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ED 235 362

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ED 235 437

Humanistic Education
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ED 235 924

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ED 236 140

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ED 235 923

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ED 235 399

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ED 235 578

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ED 235 376

Minimum Requirements for State Certificates.
ED 236 129

Student Health Mandate Report and Preliminary Recommendations.
ED 236 145

Illiteracy
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ED 236 255

Immigrants
Adult Cuban Immigrant Project. Appendixes A-H.
ED 235 364

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ED 235 363

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Immigration, Education and Asian-Americans: A Cohort Analysis.
ED 236 091

Learning English through Art in the Elementary School.
ED 235 921

Management of the Haitian American Training Institute in Relationship of Industrial and Human Service Methodologies.
ED 235 362

Printing in Tongues: The Foreign-Language Press in the United States.
ED 236 281

Immunization Programs
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ED 236 145

UNICEF Annual Report 1983.
ED 235 879

Improvement Programs
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ED 235 696

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Incentive Grants
You Are Special: A Study of Innovative Teachers.
ED 236 149

Independent Study
A Study of the Successes and Failures of Flexible Modular Scheduling in Selected Schools in the State of Iowa.
ED 235 584

Centering on Independent Study.
ED 236 130

Indexes

Resources in Education (RIE). Volume 19, Number 3.
ED 235 297

Indiana

The Status of School Mathematics.
ED 236 048

Indians

Home-School-Community Linkages: A Study of Educational Opportunity for Punjabi Youth. Final Report.
ED 236 276

Indicator Verification

Developing Vocational Education Indicators: Some Steps in Moving from Selection to Use.
ED 235 385

Indicators

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ED 235 385

Individual Characteristics

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Singles in Australian Society. Discussion Paper Number 8.
ED 235 402

Individual Development

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ED 235 901

Life History Dimensions and Types between Age 18 and 30.
ED 235 451

Individual Differences

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ED 235 462

Causal Attributions and Person Perceptions of Repressors and Sensitizers.
ED 235 409

Ethical Perspectives, Reactions to Other's Moral Behavior, and Consequent Moral Action.
ED 235 436

Life History Dimensions and Types between Age 18 and 30.
ED 235 451

Individual Power

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ED 235 412

Individualism

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ED 235 761

Individualized Education Programs

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ED 235 644

Follow-up Evaluation of Mark Twain Students.
ED 236 158

Microcomputer Uses to Promote Physical Proficiency and Motor Development of Learning Disabled Students.
ED 235 650

The Impact of the Structure of Instruction and the Use of Technically Adequate Instructional Data on Reading Improvement.
ED 236 193

Two Student Self-Management Techniques Applied to Data-Based Program Modification.
ED 236 192

Individualized Instruction

Mathematics Instruction in IGE and Non-IGE Schools. Working Paper 317. Report from the IGE Evaluation Project.
ED 236 049

Science Activities: Wider Issues--Some Considerations. Learning in Science Project. Working Paper 49.
ED 236 027

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ED 235 795

The Writing Lab in the Two-Year Technical Institute.
ED 235 503

Individualized Reading

Project STAR (Secondary). Disadvantaged Pupil Program Fund. Final Evaluation Report, 1982-83.
ED 236 290

Indochinese

Capturing the Change. The Impact of Indochinese Refugees in Orange County; Challenges and Opportunities.
ED 235 347

Teaching the Content Subjects to Indochinese Students.
ED 236 297

Indonesia

Mass Media and Development in Indonesia.
ED 235 775

Industrial Arts

Communications. New Mexico Industrial Education Curriculum Guide.
ED 235 378

Industrial Crafts. A Bilingual Text = Trabajos Manuales Industriales. Un Texto Bilingue.
ED 235 300

Industrial Development

Technology, Innovation, and Regional Economic Development. Census of State Government Initiatives for High-Technology Industrial Development. Background Paper.
ED 235 344

Industrial Materials

A Guide for Evaluating Industry-Sponsored Educational Materials.
ED 236 119

Industrial Training

The Terrain of Postsecondary Education.
ED 235 722

Industry

Education and Business Prospering Together: Methods Which Work in the Collaborative Process.
ED 235 356

Infants

Early Intervention Methods for Child Abuse Prevention.
ED 235 890

The Milani Comparetti Motor Development Screening Test.
ED 235 665

Inferences

Inferences and the Construction of Mental Models in Reading Comprehension.
ED 235 469

Levels of Questioning: An Alternative View.
ED 235 498

Inferential Error

A Theoretical Foundation for the Study of Inferential Error in Decision-Making Groups.
ED 235 513

Informal Assessment

The Teacher Screening and Selection Process: A Decision Making Model for School Administrators.
ED 235 560

Information Centers

A Report of Progress. Annual Report of the NFE Network Project: Operating a Clearinghouse on NFE Information (September 1981-August 1982) and Semi-Annual Reports of the NFE Network Project: Providing Technical Assistance in Creating LDC National/Regional Information Centers (September 1981-February 1982; March 1982-August 1982).
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ED 235 730

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ED 235 828

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"START": A Computer-Assisted Management Model for Student Testing, Advisement Retention, Tracking.
ED 235 868

A Collection of Ideas and Materials for Public Participation. Water Quality Instructional Resources Information System. Monograph Series: Public Participation.
ED 236 051

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ED 235 522

Dissemination Management Project. Final Report.
ED 235 839

Educational Research and Dissemination Program. Training and Resource Manual.
ED 236 125

Facilitating Linking between Headstart and Public School Special Education Programs.
ED 235 607

Libraries and Cable TV: Plans, Proposal, and Study to Explore Ways of Serving the Community's Information Needs Using the Data Transmission Capabilities of the Institutional Communications Network (ICN) of Storer Cable in the 1980's and 1990's.
ED 235 800

On the Imbalance of International Communication: An Analysis, a Review and Some Solutions.
ED 235 520

Requesting Reprints: Tests of Two Different Strategies.
ED 235 442

Transborder Data Flow, Informatics and National Policies: A Comparison among 22 Nations.
ED 235 530

Information Flow

On the Imbalance of International Communication: An Analysis, a Review and Some Solutions.
ED 235 520

Information Infrastructure

The Development of Information Manpower Resource.
ED 235 833

Information Needs

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ED 235 816

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ED 235 699

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ED 235 929

The Pasadena Community and Its Information Needs: A Program for Pasadena Public Library Services. "... Essential to an Informed Citizenry ..."
ED 235 819

Information Networks

A Study of the State University of New York Biomedical Communication Network (SUNY/BCN) from 1968 to 1977.
ED 235 830

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ED 235 840

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ED 235 800

Missing Children Act. (Report to Accompany H.R. 6976). House of Representatives, Ninety-Seventh Congress, Second Session. Report No. 97-820.
ED 235 399

Science Information System in Japan. NIER Occasional Paper 02/83.
ED 235 828

Transborder Data Flow, Informatics and National Policies: A Comparison among 22 Nations.
ED 235 530

Information Processing

The Role of Education in the Information Society.
ED 235 705

Information Retrieval

A Study of User Adaptation to an Interactive Information Retrieval System. Research Report.
ED 235 807

SAPIENS: Spreading Activation Processor for Information Encoded in Network Structures. Technical Report No. 296.
ED 235 476

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ED 235 811

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ED 235 832

Information Science

The Development of Information Manpower Resource.
ED 235 833

Information Seeking

Attitudes of International Students in Regard to Library Skills Development in the Academic Setting.
ED 235 810

Information Services

A Report of Progress. Annual Report of the NFE Network Project: Operating a Clearinghouse on NFE Information (September 1981-August 1982) and Semi-Annual Reports of the NFE Network Project: Providing Technical Assistance in Creating LDC National/Regional Information Centers (September 1981-February 1982; March 1982-August 1982).
ED 235 776

Organizing the Special Library: Why and How.
ED 235 804

Science Information System in Japan. NIER Occasional Paper 02/83.
ED 235 828

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ED 235 819

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ED 235 827

Information Society

Careers in an Information Society. Education for the Future: Proceedings of the Bradford Conference (Bradford, England, July 1981).
ED 235 836

Information Sources

Early Adolescence: A Resource Directory.
ED 236 273

Media Performance at the Inflection Point: Coverage of Racial Conflict in Milwaukee in 1967.
ED 235 491

Microcomputers in Education: A Handbook of Resources.
ED 235 790

On the Imbalance of International Communication: An Analysis, a Review and Some Solutions.
ED 235 520

Organizing the Special Library: Why and How.
ED 235 804

The Navajo Way of Life: A Resource Unit with Activities for Grades 4-6.
ED 235 962

Those Who Want, Get: The Impact on Political Knowledge of Media Reliance Under Conditions of Political Interest.
ED 235 494

Information Systems

An Inventory of Research Units in Pennsylvania, June 1983. The Technical Report.
ED 235 700

Standards of Performance for Community Based Educational Institutions: Quick Check of Institutional Performance.
ED 235 861

Standards of Performance for Community Based Educational Institutions: Self-Assessment Workbook.
ED 235 862

Information Technology

Electronic Technology, Automation, and Libraries: A State-of-the-Art-Review.
ED 235 818

Innovation

The Diffusion of Home Computers: An Exploratory Study.
ED 235 786

Inservice Education

Aspects of Education and Training for Librarianship and Information Work in Czechoslovakia. Report on a Visit, May 16-29, 1982.
ED 235 834

Special Education Program Evaluation: A Management Tool. Training Manual. First Edition.
ED 235 628

Inservice Teacher Education

Can Teachers Become Better Thinkers?
ED 236 151

Do-It-Yourself Home Savings Techniques Program. Final Report.
ED 236 043

Facilitating Instructional Use of Microcomputers in Small Schools.
ED 235 936

High Tea for Public School Supervisors? Really!
ED 236 134

Inservice Programs in Learning Disabilities. A Position Paper of the National Joint Committee on Learning Disabilities.
ED 235 638

Reinforcement Science Skills Project. Disadvantaged Pupil Program Fund. Final Evaluation Report, 1982-1983.
ED 236 285

Institutes (Training Programs)

Evaluation of Second Language Institutes for California State Department of Education.
ED 235 685

Training Mentors as Educational Advisors for Adult Learners. Process Manual.
ED 235 394

Institutional Characteristics

An Abashing Anomaly: The High Achieving Predominantly Black Elementary School. Executive Summary.
ED 236 275

Funding to Meet the Need for Community College Education in Baltimore City.
ED 235 858

Student Aid and Public Higher Education: A Progress Report.
ED 235 753

Institutional Cooperation

Cities, Universities and Civilization.
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Mentors

Colonialism on Campus: A Critique of Mentoring to Achieve Equity in Higher Education. ED 235 760

Making It in Academia: Gurus Can Get You There? ED 235 758

Networking and Mentoring: A Study of Cross-Generational Experiences of Blacks in Graduate and Professional Schools. ED 235 745

The Middle Way: Patron as Guide. ED 235 759

Training Mentors as Educational Advisors for Adult Learners. Process Manual. ED 235 394

Merit Pay

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Rewarding Teachers: Issues and Incentives. ED 236 143

Metal Working

Agricultural Mechanics Unit for Plant Science Core Curriculum. Volume 15, Number 4. Instructor's Guide. ED 235 310

Agricultural Mechanics. V-A-1 to V-E-1. Basic V.A.I. ED 235 338

Attitudes toward the Skilled Trades: Employment Issues in the Precision Metalworking Industry. ED 235 327

Industrial Crafts. A Bilingual Text = Trabajos Manuales Industriales. Un Texto Bilingue. ED 235 300

Metropolitan Areas

Salient Migration Flows in the Southeastern United States: 1955-1960 and 1965-1970. ED 236 296

Mexican American Literature

Teaching Chicano Literature: Changing Tides and Challenges. ED 235 986

Mexican Americans

Early Childhood Bilingual Education: A Hispanic Perspective. ED 235 680

Ethnic Group Bias in WISC-R Verbal Items. ED 236 172

The Mexican-American in the Health Care System. ED 235 944

Mexico (Hermosillo)

Hermosillo from A to Z. ED 236 080

Michigan State University

A Report of Progress. Annual Report of the NFE Network Project: Operating a Clearinghouse on NFE Information (September 1981-August 1982) and Semi-Annual Reports of the NFE Network Project: Providing Technical Assistance in Creating LDC National/Regional Information Centers (September 1981-February 1982; March 1982-August 1982). ED 235 776

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Microcomputers

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Microcomputers in Education: A Handbook of Resources. ED 235 790

Microcomputers in Vocational Education. ED 235 306

Microcomputers in Vocational Home Economics Classrooms in USD 0512. ED 235 330

Personal Computers: The New Academic Medium. ED 235 778

Statistical Software Packages for the Microcomputer. ED 235 782

Survey Finds 24,642 Schools with Computers, up 56% in Last Year. News Release. ED 235 997

The Diffusion of Home Computers: An Exploratory Study. ED 235 786

Midlife Transitions

An Aging Teacher Corps: How Should School Systems Respond? ED 235 553

Migrant Adult Education

The Coimbra Community Awareness Project (Portugal). The CDCC's Project No. 7: "The Education and Cultural Development of Migrants." ED 235 943

Migrant Education

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Case Study on Hajitkoum, Migrant Cultural Action Group (Brussels, Belgium). The CDCC's Project No. 7: "The Education and Cultural Development of Migrants." ED 235 941

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Migrant Programs

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Migrant Workers

Rural Itinerant Manpower Services, 1978-1979. ED 235 950

The Portable Practical Educational Preparation: The History of a Process, 1967-1981. ED 235 948

Migration Patterns

Salient Migration Flows in the Southeastern United States: 1955-1960 and 1965-1970. ED 236 296

Military Service

Draft Registration Implementation. Report Together with Dissenting Individual, Additional, and Separate Views. House of Representatives, Committee on Education and Labor, Ninety-eighth Congress, First Session. ED 235 727

Minimum Competencies

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Minimum Competency Graduation Testing Programs and the Law. ED 236 163

Phase II: Final Evaluation Report of Minimum Competency Testing Clarification Process. ED 236 159

Position Statements Developed at the Spring Conference of the Confederated Organizations for Teacher Education, New York State (Syracuse, NY, 1983). An Occasional Paper. ED 236 142

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Minnesota Child Development Inventory

Caregiver Reports on the Developmental Status of Handicapped Young Children: The Kent Infant Development Scale and the Minnesota Child Development Inventory. ED 235 608

Minnesota Multiphasic Personality Inventory

Evidence for an Anorexic/Bulimic MMPI Profile. ED 235 450

Minority Group Children

Limited-English Proficient Students: A Review of National Estimates. ED 235 676

Minority Groups

Colonialism on Campus: A Critique of Mentoring to Achieve Equity in Higher Education. ED 235 760

Federal Recognition of the Rights of Minority Language Groups. ED 235 679

Fighting TV Stereotypes. An ACT Handbook. ED 236 062

Making It in Academia: Gurus Can Get You There? ED 235 758

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Missouri

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Facilitating Instructional Use of Microcomputers in Small Schools. ED 235 936

Mobile Service Delivery

Rural Itinerant Manpower Services, 1978-1979. ED 235 950

Modeling (Psychology)

Punitive Parents as Models: Effects of Reward-Incentives and Sex of Model on Recall of Punitive Parental Behaviors. ED 235 448

Models

A Scope and Sequence Curriculum (K-12) for Computer Literacy. ED 235 792

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Representation in Memory. ED 235 770

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Moods

Mood and Sharing Condition Effects on the Display of Altruism. ED 235 906

Moral Development

The Developing Child: Discussion Papers. ED 235 880

The Responsibility of Colleges and Universities for Building Ethical and Moral Character in Their Students. ED 235 756

Moral Issues

Educators of Adults and Information Gaps (Literacy, Ability to Use Technology and Access to Information). ED 235 354

Moral Values

Ethical Perspectives, Reactions to Other's Moral Behavior, and Consequent Moral Action. ED 235 436

Moral Reasoning and Personality Variables in Relation to Moral Behavior. ED 235 403

The Impact of Gender and Role Perspective on Moral Judgment. ED 235 908

Moroccans

Case Study on Hajitkoum, Migrant Cultural Action Group (Brussels, Belgium). The CDCC's Project No. 7: "The Education and Cultural Development of Migrants." ED 235 941

Mother Attitudes

Childrearing and Child Development Correlates of Maternal Locus of Control. ED 235 894

Some Correlates of Child-Rearing Attitudes. ED 235 907

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Childrearing and Child Development Correlates of Maternal Locus of Control. ED 235 894

Effects of Boys' Improving, Deteriorating, and Stable Learning Performances on Their Mothers' Administration of Rewards and Punishers. ED 235 898

Grandmothers' and Mothers' Rewarding and Punishing of Their Children. ED 235 893

Motivation Techniques

Effective Teaching of Business Communications: Responding to Reported Business Needs. ED 235 532

Motor Development

Kindergarten Curriculum Guide. Primary Education Program. ED 236 269

Microcomputer Uses to Promote Physical Proficiency and Motor Development of Learning Disabled Students. ED 235 650

Reducing Problems in Fine Motor Development among Primary Children through the Use of Multi-Sensory Techniques. ED 235 912

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When the Sensory Handicapped Child Has Cerebral Palsy. Part I: Physical Management. Part II: Deaf-Blind Curriculum and the Child with Cerebral Palsy. Working Papers in Developmental Disabilities. ED 235 654

Motor Vehicles

Auto Body. Block VII. AB-VII. ED 235 339

Motor Transportation Technology: Automechanics. Air Conditioning. Block IX. A-IX. ED 235 342

Movement Education

The Positive Power and Potential of Well Rounded Movement Experiences. ED 236 115

Multicultural Education

Teaching Strategies for More Effective Integration. ED 236 253

Unity in Diversity: Multicultural Education in Australia. ED 236 071

Multidimensional Scaling

Longitudinal Network Analysis Using Multidimensional Scaling. ED 235 515

Multidimensional Mapping of Libraries Based on Shared Holdings in the OCLC Online Union Catalog. Research Report. ED 235 802

Multilingual Materials

Response Rates to Mail Questionnaires in an Ethnic Minority Population. ED 236 214

Multimedia Instruction

The Influence of a Multi-Media Presentation on Sex-Role Stereotyping in Gifted Adolescents. ED 235 405

Multiple Disabilities

Sensorimotor Cognitive Assessment and Curriculum for the Multihandicapped Child. Working Papers in Developmental Disabilities. ED 235 655

The Profoundly Handicapped Child: Assessing Sensorimotor and Communication Abilities. Working Papers in Developmental Disabilities. ED 235 656

Multiple Measures Approach

A Multimethod Assessment of Children's Social Competence. ED 235 891

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Libraries and Cable TV: Plans, Proposal, and Study to Explore Ways of Serving the Community's Information Needs Using the Data Transmission Capabilities of the Institutional Communications Network (ICN) of Storer Cable in the 1980's and 1990's. ED 235 800

Resource Sharing of Printed Materials among Dayton-Miami Valley Consortium Libraries in 1982: A Descriptive Study. ED 235 826

Mythology

A Survey Course in Mythology: Is It Possible? ED 235 872

MEDLARS

A Study of the State University of New York Biomedical Communication Network (SUNY/BCN) from 1968 to 1977. ED 235 830

Name Stereotypes

Practicing Psychology on Campus? What You Call It Makes a Difference. ED 235 422

Narration

Children's Understanding of the Narrator's Role in Stories. Technical Report No. 294. ED 235 472

Nation at Risk (A)

Perceptions of Education. A Public Opinion Survey of Macomb County Residents. ED 236 176

National Assessment of Educational Progress

Citizenship and Social Studies Achievement of Young Americans: 1981-82 Performance and Changes between 1976 and 1982. ED 236 247

National Assessment of Educational Progress Reconsidered: A New Design for a New Era. ED 236 156

National Assessment Analysis Procedures. ED 236 250

Student Achievement in America: State Policy Implications for a High Technology Economy. ED 236 248

The Academic Achievement of Young Americans. Fastback 196. ED 236 205

The Relationship of Students' Academic Achievement to Television Watching, Leisure Time Reading and Homework. ED 236 249

National Association of Broadcasters

An Examination of Self Regulation of Broadcasting. ED 235 524

National Comm on Student Financial Assistan

The Interactions of the Student Aid Office. ED 235 720

The Terrain of Postsecondary Education. ED 235 722

National Commission on Excellence in Educat

Perceptions of Education. A Public Opinion Survey of Macomb County Residents. ED 236 176

National Development

History of the Balkans: Eighteenth and Nineteenth Centuries. Volume 1. The Joint Committee on Eastern Europe Publications Series. No. 12. ED 236 093

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National Joint Committee on Learning Disabi
Inservice Programs in Learning Disabilities. A Position Paper of the National Joint Committee on Learning Disabilities. ED 235 638
Issues in the Delivery of Educational Services to Individuals with Learning Disabilities. A Position Paper of the National Joint Committee on Learning Disabilities. ED 235 640
Learning Disabilites: Issues in the Preparation of Professional Personnel. A Position Paper of the National Joint Committee on Learning Disabilites. ED 235 641
Learning Disabilities: The Needs of Adults with Learning Disabilities. A Position Paper of the National Joint Committee on Learning Disabilities. ED 235 642

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Nationalism and Worldmindedness: Japanese Versus American Comparison. ED 236 104

Native Language Instruction
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Case Study on Skovde Municipality and Its Ethnic Minorities (Sweden). The CDCC's Project No. 7.: "The Education and Cultural Development of Migrants". ED 235 939
Case Study on Teaching Materials for Spanish Language and Culture Classes for Migrant Children in France. (Part I, Lyon-Paris, France) The CDCC's Project No. 7: "The Education and Cultural Development of Migrants". ED 235 937
Emphasis on Latin American Cultures. Disadvantaged Pupil Program Fund. Evaluation Report, 1982-83. ED 236 294

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Navajo
Ethnic Group Bias in WISC-R Verbal Items. ED 236 172

Navajo (Nation)
Kinaalda: A Navajo Puberty Ceremony. ED 235 972
Navajo Arts and Crafts. ED 235 969
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Navajo Leadership and Government: A History. Teacher's Guide. Navajo Bilingual-Bicultural Social Studies Curriculum. ED 235 974
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Navajo Tribal Council
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Navajo Leadership and Government: A History. Teacher's Guide. Navajo Bilingual-Bicultural Social Studies Curriculum. ED 235 974

Need Analysis (Student Financial Aid)
Student Aid and Public Higher Education: A Progress Report. ED 235 753

Needs Assessment
Assess Your Goals to Set Priorities. ED 235 555
Native American Ascertainment: Three Reports on Serving Native American Broadcast Needs. ED 235 929
Needs Assessment of Services to Deaf-Blind Individuals. Final Report. ED 235 666
Pupil Personnel Services: Needs Assessment Process. ED 235 425
Putting the Arts in Surplus Schools. A Planning Workbook. ED 235 586
Quality of Education in Small Colleges: Colleges of Pride, Determination and Optimism. A Study of The Brunswick Foundation's Small College Program. ED 235 738
Recommendations for Establishing Performance Objectives on Productivity Goals by Hawaii Vocational Rehabilitation and Services for the Blind (HVRSB). ED 235 317
Santa Clara County Asian Health Survey: Methodology. ED 236 268
Student Recruitment and Retention in Small Colleges: Colleges of Pride, Determination, and Optimism. A Study of The Brunswick Foundation's Small College Program. ED 235 737
The What, Why, Where, When, Who and How of Behavioral Task Analysis. ED 236 124

Negative Attitudes
The Yang and Yin of the Communications Future: Positive Technology and Negative Messages. ED 235 534

Network Analysis
Longitudinal Network Analysis Using Multidimensional Scaling. ED 235 515

Networks
Computer Networking with Commercially Prepared Software. ED 235 599

Neurological Organization
Making Change... ED 236 126

New Jersey College Basic Skills Placement T
Interpreting Scores on the New Jersey College Basic Skills Placement Test. ED 236 223
Scoring the Essays: New Jersey College Basic Skills Placement Test. ED 236 222

New Mexico
Communications. New Mexico Industrial Education Curriculum Guide. ED 235 378
Speculation Upon the Implementation of P.L. 94-142 in New Mexico's Rural School Districts. ED 235 975
The Don't Panic Book: What to Expect in an Encounter with the Police and the Juvenile Justice System in New Mexico. ED 236 075

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New York (New York)
Centering on a Quick Reference Resource Booklet for New York City Teachers and Parents. Volume I. ED 236 120
Literacy and New York City's High School Aged Youth. Final Report. ED 236 255
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New Zealand
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Burning. A Resource Unit for Teachers. Learning in Science Project. Working Paper No. 36. ED 236 019
Chemical Change. Learning in Science Project. Working Paper No. 27. ED 236 010
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Force, Friction, Gravity: Notes for Teachers. Learning in Science Project. Working Paper No. 33. ED 236 016
Glaciers. Science Education Research Unit. Working Paper No. 203. ED 236 033
Heating and Cooling. A Resource Unit for Teachers. Learning in Science Project. Working Paper No. 38. ED 236 021
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Plants. Learning in Science Project. Working Paper No. 24. ED 236 007
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Reactions. Learning in Science Project. Working Paper No. 37. ED 236 020
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Soils. Science Education Research Unit. Working Paper 201. ED 236 031
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Teaching about Force. Learning in Science Project. Working Paper No. 34. ED 236 017
The Framework: Toward Action Research. Learning in Science Project. Working Paper No. 28. ED 236 011
The Learner's Way and the Teacher's Way. A Whole-Staff Workshop on Student Learning Difficulties. Learning in Science Project. Working Paper No. 55. ED 236 030
Toward Solutions: The Work of the Activities Action-Research Group. Learning in Science Project. Working Paper 46. ED 236 024
Toward Solutions: The Work of the Biology Action-Research Group. Learning in Science Project. Working Paper No. 29. ED 236 012
Toward Solutions: The Work of the Chemistry Action-Research Group. Learning in Science Project. Working Paper No. 35. ED 236 018
Toward Solutions: The Work of the Physics Action-Research Group. Learning in Science Project. Working Paper No. 32. ED 236 015
Video: Animals; Electric Current; Force; Science Activities. Learning in Science Project. Working Papers 51-54. ED 236 029

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News Media
The Cronkite-Ford Interview at the 1980 Republican National Convention: A Therapeutic Analogue. ED 235 511

News Reporting
Horace Greeley and the Newspaper Forum Function: A New Source for the Social Responsibility Theory. ED 235 483
Image Makers: Reporters or Sources. ED 235 489
Media Performance at the Inflection Point: Coverage of Racial Conflict in Milwaukee in 1967. ED 235 491
The Yang and Yin of the Communications Future: Positive Technology and Negative Messages. ED 235 534

Newspapers
Horace Greeley and the Newspaper Forum Function: A New Source for the Social Responsibility Theory. ED 235 483
Image Makers: Reporters or Sources. ED 235 489
Le journal et l'evenement. Guide du professeur (The Newspaper and the Event. Teacher's Guide). ED 235 682
Media Performance at the Inflection Point: Coverage of Racial Conflict in Milwaukee in 1967. ED 235 491
Printing in Tongues: The Foreign-Language Press in the United States. ED 236 281
The Frontier Newspaper Community: A Computer Profile. ED 235 484
Those Who Want, Get: The Impact on Political Knowledge of Media Reliance Under Conditions of Political Interest. ED 235 494

Nigeria
Why They Drop Out of School: A Nigerian Perspective. ED 236 259

Noise (Sound)
Social Interactions of Preschool Hyperactive Boys. ED 235 924

Non English Speaking
Psychological Perspectives in Second Language Development. ED 235 952

Non Governmental Organizations
The Bandungan Papers: Guidelines for the Evaluation of Rural Development Projects of NGOs. CENDHRRA Development Memo Number 4. ED 235 988

Noncollege Bound Students
Steppin' Up and Moving On: A Career Education Program for the Urban, Noncollege-Bound Student. ED 236 298

Nonformal Education
A Report of Progress. Annual Report of the NFE Network Project: Operating a Clearinghouse on NFE Information (September 1981-August 1982) and Semi-Annual Reports of the NFE Network Project: Providing Technical Assistance in Creating LDC National/Regional Information Centers (September 1981-February 1982; March 1982-August 1982). ED 235 776
Assessing the Impacts of Intergovernmental Economic Organizations: The Case of the World Bank and Nonformal Education. ED 235 987
Kinaalda: A Navajo Puberty Ceremony. ED 235 972

Nonschool Educational Programs
Case Study on Hajitkoum, Migrant Cultural Action Group (Brussels, Belgium). The CDCC's Project No. 7: "The Education and Cultural Development of Migrants." ED 235 941

Nontraditional Education
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Evaluation of the Horizons-Upward Bound Program, 1981-1982. ED 236 157
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The Career Intern Program: A Serious Solution to Youth Unemployment. A Decade of Difference: 1972-1982. ED 236 256

Nonverbal Communication
Nonverbal Effects in Memory for Dialogue. ED 235 428
Patterns of Nonverbal Behavior and Perceived Relational Messages Associated with Communication Reticence. ED 235 521
Prattle and Play: Equipment Recipes for Nonspeech Communication. ED 235 662
The Search for Communication Skills. ED 235 540

Normalization (Handicapped)
A Three Phase Approach to Independent Apartment Living for Developmentally Disabled Adults: Westwick Supervised Apartment Program. ED 235 673

Norms
Quality from the Students' Point of View. AASCU Studies 1983-1. ED 235 765

North Carolina
North Carolina Medical Technology Manpower Survey. ED 235 704

Norway
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Special Needs in Education (E241): National Perspectives. Unit 10. ED 235 619

Novels
Teaching Guide for Indian Literature. Volume I. Reading Level 1-8. ED 235 967

Nuclear Energy
Nuclear Radiation Damages Minds! ED 235 999

Number Right Scoring
Number Correct versus Pattern Scoring: Results for Ethnic Groups. ED 236 175

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Effects of Federal Support for Nursing Education on Admissions, Graduations, and Retention Rates at Schools of Nursing. ED 235 333

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The Developing Child: Discussion Papers. ED 235 880

Nutrition Instruction
Comprehensive Guide for Middle School Programs. Instructor's Guide. ED 235 311
School Lunch Programme in Japan. NIER Occasional Paper 02/82. ED 235 541

Oberlin College OH
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Objectives
Planning for Parent Participation. Volume I: Considering Alternatives. ED 236 111
Recent Research into Distance Education Volume I and Volume II . ED 235 781
The Pasadena Community and Its Information Needs: A Program for Pasadena Public Library Services. "... Essential to an Informed Citizenry ..." ED 235 819

Observation
Practical Hints for Observational Research. ED 236 234

Observational Learning
Punitive Parents as Models: Effects of Reward-Incentives and Sex of Model on Recall of Punitive Parental Behaviors. ED 235 448

Obstetrical Complications
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Prediction of Recidivism in Juvenile Offenders Based on Discriminant Analysis. ED 235 406
The Hiskey-Nebraska Test of Learning Aptitude in Hearing-Impaired Samples. ED 236 173

Predictive Validity
Possible Sources of Culture Bias in the Validation of ETS Language Tests. ED 235 504

Predictor Variables
Anxiety, Stress and Social Support: Prenatal Predictors of Obstetrical Outcomes. ED 235 922
Causality Perspectives as Predictors of Communication Effectiveness. ED 235 517
Moral Reasoning and Personality Variables in Relation to Moral Behavior. ED 235 403
Predicting Whether or Not Agricultural Education Graduates Will Teach. A Report of Research. ED 235 372
Prediction of Recidivism in Juvenile Offenders Based on Discriminant Analysis. ED 235 406
Sex versus Sex Role as Predictors of Conversational Gaze Behavior. ED 235 410
Specifying Determinants of Teacher and Principal Work. ED 235 563
The Prediction of Interest in Health Promotion. ED 235 411
The Structure of Instruction Rating Scale (SIRS): Development and Technical Characteristics. ED 236 188
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Pregnancy
Anxiety, Stress and Social Support: Prenatal Predictors of Obstetrical Outcomes. ED 235 922

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Prenatal Influences
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Preschool Curriculum
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Preschool Reunion Behavior Scale
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Preschool Teachers
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Problems of Prekindergarten Teachers: A Basis for Examining Teacher Education Practices. ED 235 911
The Professional Preschool Teacher. ED 235 928

Preservice Teacher Education
A Resource Module to Develop Elementary Preservice Teacher Competency in Communicating with Parents and Other Adults. ED 236 141
Current Attractions of Teaching As Perceived by Preservice Students. ED 235 582
Educating a Profession: Extended Programs for Teacher Education. ED 236 139
Learning Disabilites: Issues in the Preparation of Professional Personnel. A Position Paper of the National Joint Committee on Learning Disabilites. ED 235 641
Preservice Teacher Evaluation: An Overview. ED 236 167
Relationships between Cognition of Teachers and Quality of Teaching Style in Elementary Science. ED 236 055
The Kindergarten Student Aide: Procedures and Practices in the Kindergarten Classroom. ED 235 917

Pretests Posttests
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Prewriting
Getting a Head Start on Prewriting Skills. ED 235 920
Writing Is a Process: Guidelines for Writing Center Volunteers. ED 235 487

Primary Health Care
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Transitions into Literacy. ED 235 479

Printing
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Prison Libraries
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Prisoners
The Forgotten Sufferers: Children of Inmates. ED 235 439

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Problems
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Professional Recognition
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High Tea for Public School Supervisors? Really! ED 236 134
Rewarding Teachers: Issues and Incentives. ED 236 143

Professionalism
The Professional Preschool Teacher. ED 235 928

Program Administration
Exemplary Pupil Personnel Services Programs in Illinois, School Year 1981-1982. ED 235 426
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Program Content
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Program Design
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National Assessment of Educational Progress Reconsidered: A New Design for a New Era. ED 236 156

Program Development
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Guide to Magnet School Development. ED 236 305
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Inservice Programs in Learning Disabilities. A Position Paper of the National Joint Committee on Learning Disabilities. ED 235 638
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Program Effectiveness
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Program Evaluation
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Handbook for Local Vocational Education Advisory Councils: "The People Speak." ED 235 303
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Organizing the Special Library: Why and How. ED 235 804
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Program Improvement
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Characteristics of a Good Elementary Science Program. Handbook III, Part B: Elaboration of the Principal's Checklist of Characteristics. Project for Promoting Science among Elementary School Principals. ED 236 004
Guide to Magnet School Development. ED 236 305
Improving the Status of Women in the Third World: A Challenge to Adult Educators. ED 235 349
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What Research Says about Elementary School Science. Handbook IV. Project for Promoting Science among Elementary School Principals. ED 236 005

Program Length
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Program Objectives
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Program Proposals
The Educator's Digest of Reform: A Comparison of 16 Recent Proposals for Improving America's Schools. ED 236 153

Programed Instructional Materials
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Programing
Computers and Very Young Children: Educational Promise and Problems. ED 235 897

Programing (Broadcast)
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Volunteer Grandparents in Head Start. ED 235 904

Projective Measures
CRISP-Psychometric Assessment of Postdivorce Stress/Adjustment in Children. ED 236 235

Promotion (Occupational)
The Importance of Professional Activity to Personnel Decisions for Medical Technologists in Academia. ED 235 702

Proofreading
Writing Is a Process: Guidelines for Writing Center Volunteers. ED 235 487

Proposed Legislation
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Proprietary Schools
The Terrain of Postsecondary Education. ED 235 722

Prosocial Behavior
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Social Skills: Alternatives to Aggression. ED 235 457

Provincial Examinations
Trends in Canadian Provincial Reading Assessments. Revised Version. ED 236 240

Psychiatric Social Workers
Change in Parent and Child: Aiding at Risk Children Through Psychoanalytic Social Work with Their Parents. Preliminary Final Report. Volumes I and II. ED 235 901

Psychobiology
Toward a Psychobiological Theory of Motivations for Human Communication Behavior. ED 235 523

Psycholinguistics
A Review of Traditional Cloze Testing Methodology. ED 235 461

Psychological Evaluation
Evidence for an Anorexic/Bulimic MMPI Profile. ED 235 450

Psychological Influences
A Developmental Analysis of Children's Understanding of the Learning Process. ED 235 889

Psychological Needs
Learning Disabilities: The Needs of Adults with Learning Disabilities. A Position Paper of the National Joint Committee on Learning Disabilities. ED 235 642

Psychological Studies
Representation in Memory. ED 235 770

Psychologists
Requesting Reprints: Tests of Two Different Strategies. ED 235 442

Psychology
Coordinating an Undergraduate Internship Program in a Large Psychology Department. ED 235 751
Special Needs in Education (E241): Psychology and Special Education, Unit 12. ED 235 621
Toward a Psychobiological Theory of Motivations for Human Communication Behavior. ED 235 523

Psychomotor Skills
Getting a Head Start on Prewriting Skills. ED 235 920

Psychopathology
The Consistency of Aggressive Behavior across Time and Situations. ED 235 882
Unified Model for Academic Competence, Social Adjustment, and Psychopathology. ED 235 895

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Practicing Psychology on Campus? What You Call It Makes a Difference. ED 235 422

Puberty
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Public Agencies
The Coimbra Community Awareness Project (Portugal). The CDCC's Project No. 7: "The Education and Cultural Development of Migrants." ED 235 943

Public Education
Actions for Business, Industry and Labor. ED 235 543
Actions for Chief State School Officers. ED 235 549
Actions for Governors. ED 235 550
Actions for Legislators. ED 235 548
Actions for Local Boards of Education. ED 235 545
Actions for Principals. ED 235 547
Actions for State Boards of Education. ED 235 546
Actions for Superintendents. ED 235 544
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Public Libraries
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Library Service to Local Jails: Guidelines. ED 235 822
Problem Patron Manual. ED 235 824
The Changing Role of Librarian. ED 235 812
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Public Opinion
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Public Schools
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Survey Finds 24,642 Schools with Computers, up 56% in Last Year. News Release. ED 235 997

Public Service
The Role of Colleges and Universities in the Stimulation of Regional Research and Service. ED 235 731

Public Support
Perceptions of Education. A Public Opinion Survey of Macomb County Residents. ED 236 176
The Changing Role of Librarian. ED 235 812

Public Television
Mental Effort and Learning from TV: Comparing Expectations for PBS and Commercial Network Programming. ED 235 539

Publications
Requesting Reprints: Tests of Two Different Strategies. ED 235 442

Publicity
"If Only They Can Be Reached..." Strategies for Literacy Program Recruitment. ED 235 323

Publishing Industry
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Punishment
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Grandmothers' and Mothers' Rewarding and Punishing of Their Children. ED 235 893
The Use of Different Rules to Allocate Reward and Punishment. ED 235 449

Pupil Personnel Services
Exemplary Pupil Personnel Services Programs in Illinois, School Year 1981-1982. ED 235 426
Pupil Personnel Services: Needs Assessment Process. ED 235 425

Purchasing
Personal Computers: The New Academic Medium. ED 235 778
The Diffusion of Home Computers: An Exploratory Study. ED 235 786

Puzzles
The Puzzle Design Activity. ED 236 118

Quality of Life
Educators of Adults and Information Gaps (Literacy, Ability to Use Technology and Access to Information). ED 235 354

Quality Control
Review of State VR Agency Procedures for Case Flagging: A Quality Assurance Activity. ED 235 315
Review of State VR Agency Procedures for Case Flagging: A Quality Assurance Activity. Appendix: Examples of State Quality Assurance and Case Flagging Instruments and Procedures. ED 235 316

Questioning Techniques
Communicating with Mentally Retarded Persons: Asking Questions and Getting Answers. ED 235 633
Levels of Questioning: An Alternative View. ED 235 498

Questionnaires
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Questionnaires: Their Development and Use. ED 236 204
Response Rates to Mail Questionnaires in an Ethnic Minority Population. ED 236 214

Racial Bias
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Racial Integration
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Integration Does Work: The Springfield Story. ED 236 282
Teaching Strategies for More Effective Integration. ED 236 253

Racial Relations
Media Performance at the Inflection Point: Coverage of Racial Conflict in Milwaukee in 1967. ED 235 491

Racially Balanced Schools
Test Scores in New Castle County, DE.--Before and After Busing. ED 236 260

Radiation Effects
Nuclear Radiation Damages Minds! ED 235 999

Radio
An Examination of Self Regulation of Broadcasting. ED 235 524

Rating Scales
School Subjects Attitude Scales. Administrator's Manual: A Manual for Administration, Scoring and Interpretation. ED 236 185
School Subjects Attitude Scales: General Information. A Brief Description of the School Subjects Attitude Scales Intended for Educators Considering Use of This Instrument. ED 236 184
Stability of the SOMPA's Sociocultural Modalities. ED 236 216
The Development of a Baccalaureate Outcome Measure Based on a Generic Skills Theory of Human Performance. ED 236 209
The Structure of Instruction Rating Scale (SIRS): Development and Technical Characteristics. ED 236 188

Reaction Time
Inhibition of Poor Exemplars in the Lexical Decision Task and Evidence of Automatic and Attentional Priming. ED 235 407
Requesting Reprints: Tests of Two Different Strategies. ED 235 442

Readability
Readability as an Interactive Process: An Analysis of the Syntactic and Semantic Effects on Text of Cloze Errors Associated with Variation in the Structure of Text and in Readers' Knowledge of Topic. ED 235 477

Readability Formulas
Readability as an Interactive Process: An Analysis of the Syntactic and Semantic Effects on Text of Cloze Errors Associated with Variation in the Structure of Text and in Readers' Knowledge of Topic. ED 235 477
The Nature of Inaccuracy among Readability Formulas. ED 236 200

Reader Text Relationship
Children's Understanding of the Narrator's Role in Stories. Technical Report No. 294. ED 235 472
Inferences and the Construction of Mental Models in Reading Comprehension. ED 235 469
Levels of Questioning: An Alternative View. ED 235 498
Quantitative amd Qualitative Sources of Affect: How Unexpectedness and Valence Relate to Pleasantness and Preference. Technical Report No. 293. ED 235 471
Readability as an Interactive Process: An Analysis of the Syntactic and Semantic Effects on Text of Cloze Errors Associated with Variation in the Structure of Text and in Readers' Knowledge of Topic. ED 235 477

Reading Achievement
Chapter I Reading Program, 1982-83. Report of Evaluation. ED 236 230
Curriculum-Based Measurement: Effects on Instruction, Teacher Estimates of Student Progress, and Student Knowledge of Performance. ED 236 196
Social and Motivational Influences on Reading. Technical Report No. 288. ED 235 465
The Impact of the Structure of Instruction and the Use of Technically Adequate Instructional Data on Reading Improvement. ED 236 193
The Relationship of Students' Academic Achievement to Television Watching, Leisure Time Reading and Homework. ED 236 249

Reading Attitudes
Literature in the Classroom for Upper Elementary. ED 235 468

Reading Centers
Project STAR (Secondary). Disadvantaged Pupil Program Fund. Final Evaluation Report, 1982-83. ED 236 290

Reading Comprehension
Anticipation of Gains in General Information: A Comparison of Verbal Aptitude, Reading Comprehension, and Listening. Technical Report No. 282. ED 235 462
Are You Promoting Reading for Comprehension? A Guide for Self-Evaluation. ED 235 463
Chapter I Reading Program, 1982-83. Report of Evaluation. ED 236 230
Children's Understanding of the Narrator's Role in Stories. Technical Report No. 294. ED 235 472
Guide Students to Read Critically through the Instructional Use of Analogies. ED 235 464
Inferences and the Construction of Mental Models in Reading Comprehension. ED 235 469
Levels of Questioning: An Alternative View. ED 235 498
Reading Comprehension and Creativity in Black Language Use: You Stand to Gain by Playing the Sounding Game! Technical Report No. 295. ED 235 475
Teaching Guide for Indian Literature. Volume I. Reading Level 1-8. ED 235 967
Transitions into Literacy. ED 235 479
Vocabularies for Reading: How Large? What Kind? ED 235 460

Reading Improvement
A Comparison of Standardized Achievement Tests and Direct Measurement Techniques in Measuring Pupil Progress. ED 236 198
Are You Promoting Reading for Comprehension? A Guide for Self-Evaluation. ED 235 463
Evaluating a School-Based Behavior Curriculum for Adolescents: An Attempt to Produce Both Affective and Cognitive Growth. ED 235 416
Reading Impact Project. Disadvantaged Pupil Program Fund. Evaluation Report, 1982-83. ED 236 284
Two Student Self-Management Techniques Applied to Data-Based Program Modification. ED 236 192

Reading Instruction
A Sociological Approach to Classroom Instruction. Occasional Paper No. 6. ED 235 459
Are You Promoting Reading for Comprehension? A Guide for Self-Evaluation. ED 235 463
Computers in Education: Realizing the Potential. Report of a Research Conference, Pittsburgh, Pennsylvania, November 20-24, 1982. ED 235 784
Guide Students to Read Critically through the Instructional Use of Analogies. ED 235 464
Is There a Match between What Elementary Teachers Do and What Basal Reader Manuals Recommend? Reading Education Report No. 44. ED 235 470
Kindergarten Curriculum Guide. Primary Education Program. ED 236 269
Literature in the Classroom for Upper Elementary. ED 235 468
Reading and Successful Living: The Family-School Partnership. ED 235 466
Reading/Mathematics Lab Program, Chapter II, ECIA. Report of Evaluation. ED 236 228
Teaching Guide for Indian Literature. Volume I. Reading Level 1-8. ED 235 967
Teaching Guide for Indian Literature. Volume II. Reading Level 6 and Above. ED 235 968
The Effects of Training Teachers in the Use of Formative Evaluation in Reading: An Experimental-Control Comparison. ED 236 189
The Impact of the Structure of Instruction and the Use of Technically Adequate Instructional Data on Reading Improvement. ED 236 193

Reading Material Selection
Literature in the Classroom for Upper Elementary. ED 235 468
The What and How of Book Selection: Research Findings. ED 235 506

Reading Materials
A Sociological Approach to Classroom Instruction. Occasional Paper No. 6. ED 235 459
The What and How of Book Selection: Research Findings. ED 235 506

Reading Processes
Readability as an Interactive Process: An Analysis of the Syntactic and Semantic Effects on Text of Cloze Errors Associated with Variation in the Structure of Text and in Readers' Knowledge of Topic. ED 235 477
Transitions into Literacy. ED 235 479

Reading Programs
Are You Promoting Reading for Comprehension? A Guide for Self-Evaluation. ED 235 463
Title I Children's Program: Learning to Read Through the Arts. Final Evaluation Report, 1981-82. ED 236 280

Reading Readiness
Concepts of Print in Kindergarten "At Risk" Children. ED 235 600
Kindergarten Reinforcement. Disadvantaged Pupil Program Fund. Evaluation Report, 1982-1983. ED 236 289
Transitions into Literacy. ED 235 479
What Research Says about Elementary School Science. Handbook IV. Project for Promoting Science among Elementary School Principals. ED 236 005

Reading Research
A Comparative Analysis of Three Widely Used Graded Word Reading Tests. ED 235 473
A Comparison of Schematic Processes in Memory for a Television, Text, and Radio Story. ED 235 474
A Review of Traditional Cloze Testing Methodology. ED 235 461
Anticipation of Gains in General Information: A Comparison of Verbal Aptitude, Reading Comprehension, and Listening. Technical Report No. 282. ED 235 462
Building Schema through Writing: The Effects of Writing as a Pre-Reading Activity on Delayed Recall of Narrative Text. ED 235 497
Children's Understanding of the Narrator's Role in Stories. Technical Report No. 294. ED 235 472
Inferences and the Construction of Mental Models in Reading Comprehension. ED 235 469
Is There a Match between What Elementary Teachers Do and What Basal Reader Manuals Recommend? Reading Education Report No. 44. ED 235 470
Levels of Questioning: An Alternative View. ED 235 498
Quantitative amd Qualitative Sources of Affect: How Unexpectedness and Valence Relate to Pleasantness and Preference. Technical Report No. 293. ED 235 471
Readability as an Interactive Process: An Analysis of the Syntactic and Semantic Effects on Text of Cloze Errors Associated with Variation in the Structure of Text and in Readers' Knowledge of Topic. ED 235 477
The What and How of Book Selection: Research Findings. ED 235 506

Reading Skills
Guide Students to Read Critically through the Instructional Use of Analogies. ED 235 464
Project STAR (Secondary). Disadvantaged Pupil Program Fund. Final Evaluation Report, 1982-83. ED 236 290
Vocabularies for Reading: How Large? What Kind? ED 235 460

Reading Strategies
Guide Students to Read Critically through the Instructional Use of Analogies. ED 235 464
Levels of Questioning: An Alternative View. ED 235 498

Reading Teachers
Is There a Match between What Elementary Teachers Do and What Basal Reader Manuals Recommend? Reading Education Report No. 44. ED 235 470

Reading Tests
A Comparative Analysis of Three Widely Used Graded Word Reading Tests. ED 235 473
Levels of Questioning: An Alternative View. ED 235 498
Technical Adequacy of Basal Readers' Mastery Tests: The Ginn 720 Series. ED 236 195
The Technical Adequacy of a Basal Reading Mastery Test: The Holt Basic Reading Series. ED 236 201
The Technical Adequacy of a Basal Reading Series Mastery Test. ED 236 191
The Technical Adequacy of a Basal Series Mastery Test: The Scott-Foresman Reading Program. ED 236 199
Trends in Canadian Provincial Reading Assessments. Revised Version. ED 236 240

Reading Writing Relationship
Building Schema through Writing: The Effects of Writing as a Pre-Reading Activity on Delayed Recall of Narrative Text.
ED 235 497

Transitions into Literacy.
ED 235 479

Realism
Philosophy of Education in the Curriculum.
ED 236 140

Reauthorization Legislation
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ED 235 346

Recall (Psychology)
Building Schema through Writing: The Effects of Writing as a Pre-Reading Activity on Delayed Recall of Narrative Text.
ED 235 497

Recidivism
Prediction of Recidivism in Juvenile Offenders Based on Discriminant Analysis.
ED 235 406

Reconstruction Era
Reconstruction: The Promise and Betrayal of Democracy.
ED 236 078

Reconstruction: The Promise and Betrayal of Democracy. Teacher's Guide and Classroom Activities.
ED 236 079

Records (Forms)
Oversight Hearing on Student Aid Forms. Hearing Before the Subcommittee on Postsecondary Education of the Committee on Education and Labor. House of Representatives, Ninety-Seventh Congress, Second Session.
ED 235 766

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Writings on Archives Published by and with the Assistance of UNESCO: A RAMP Study.
ED 235 808

Recreation
Recreation in Higher Education: Survival in the 80's.
ED 236 138

Who's Where in Recreation Education: A Directory of Professional Preparation Curricula in Parks, Recreation, Leisure, and Related Areas.
ED 236 132

Recreational Programs
Recreation in Higher Education: Survival in the 80's.
ED 236 138

Recreational Reading
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ED 235 488

The Relationship of Students' Academic Achievement to Television Watching, Leisure Time Reading and Homework.
ED 236 249

Recruitment
Economic Education Experiences of Award Winning Alaska Teachers.
ED 235 977

Reentry Students
Adult Recruitment Practices.
ED 235 755

Meeting Needs of Adult University Students: A Model Designed by Adult Students.
ED 235 735

Reference Materials
How to Find Information on Educational and Psychological Tests at the Library of Congress.
ED 236 174

Referral
Free Universities and Learning Referral Centers, 1981.
ED 235 730

Special Needs in Education (E241): A Special Curriculum? Unit 5/6.
ED 235 615

Refrigeration
Motor Transportation Technology: Automechanics. Air Conditioning. Block IX. A-IX.
ED 235 342

Principles of Refrigeration. Automotive Mechanics. Air Conditioning. Instructor's Guide and Student Guide.
ED 235 369

Refrigeration Mechanics
Principles of Refrigeration. Automotive Mechanics. Air Conditioning. Instructor's Guide and Student Guide.
ED 235 369

Refugees
Capturing the Change. The Impact of Indochinese Refugees in Orange County; Challenges and Opportunities.
ED 235 347

Management of the Haitian American Training Institute in Relationship of Industrial and Human Service Methodologies.
ED 235 362

Regional Characteristics
Discovering the Multi-Factor Region.
ED 236 058

The Significance of Regional Analysis in Applied Geography.
ED 236 100

Regional Cooperation
Resource Sharing of Printed Materials among Dayton-Miami Valley Consortium Libraries in 1982: A Descriptive Study.
ED 235 826

The Role of Colleges and Universities in the Stimulation of Regional Research and Service.
ED 235 731

Regional Planning
The Significance of Regional Analysis in Applied Geography.
ED 236 100

Regional Programs
Increasing the Effectiveness of Women's Programs on College Campuses: A Summary of the Activities and Accomplishments of the National Women's Centers Training Project.
ED 235 721

Relaxation Training
An Academic Approach to Stress Management for College Students in a Conventional Classroom Setting.
ED 235 452

Relaxation Training: Its Usefulness in the Middle School Curriculum.
ED 236 150

Relevance (Education)
Excellence in Vocational Education.
ED 235 382

Inupiaq Cultural Enrichment Program. Junior High-High School.
ED 235 963

Teaching with Film: Anthropology in the Community College.
ED 235 870

Relevance (Information Retrieval)
A Study of User Adaptation to an Interactive Information Retrieval System. Research Report.
ED 235 807

Reliability
Visual Analysis of Time Series Data: Factors of Influence and Level of Reliability.
ED 236 190

Religious Organizations
Christian Schools and Public Schools In Small Rural Communities of the Northeast.
ED 235 958

Negotiation through Power, Ideology, and Technology in the Local Development of the Catholic Telecommunications Network of America.
ED 235 518

Relocation
Source Document of Urban American Indians and Alaska Natives.
ED 235 964

The Pawnee Experience: From Center Village to Oklahoma (Junior High Unit).
ED 235 934

Remedial Instruction
CUNY Writing Faculty: Practices and Perceptions, Research Monograph Series Report No. 4.
ED 236 264

Issues in the Delivery of Educational Services to Individuals with Learning Disabilities. A Position Paper of the National Joint Committee on Learning Disabilities.
ED 235 640

Literacy and New York City's High School Aged Youth. Final Report.
ED 236 255

Reducing Problems in Fine Motor Development among Primary Children through the Use of Multi-Sensory Techniques.
ED 235 912

Remedial Mathematics
Computer Assisted Instruction as an Enhancer of Remediation.
ED 236 262

Computer-Assisted Instruction in Mathematics. Disadvantaged Pupil Program Fund. Final Evaluation Report, 1982-83.
ED 236 295

Remedial Programs
Pilot Projects. Disadvantaged Pupil Program Fund. Evaluation Report, 1982-83.
ED 236 292

Summer School Pilot, 1982: First Report to the Texas Education Agency.
ED 236 243

Summer School Pilot, 1982: Second Report to the Texas Education Agency.
ED 236 155

Summer School Pilot, 1983: First Report to the Texas Education Agency.
ED 236 245

Summer School Pilot, 1983: Third Report to the Texas Education Agency.
ED 236 244

Remedial Reading
Reading Impact Project. Disadvantaged Pupil Program Fund. Evaluation Report, 1982-83.
ED 236 284

Reminiscence
Gerontology and Genealogy: Family Research as a Therapeutic Tool for the Aged.
ED 235 455

Repair
Auto Body. Block VII. AB-VII.
ED 235 339

Motor Transportation Technology: Automechanics. Air Conditioning. Block IX. A-IX.
ED 235 342

Reports
The Educator's Digest of Reform: A Comparison of 16 Recent Proposals for Improving America's Schools.
ED 236 153

Repression Sensitization Dimension
Causal Attributions and Person Perceptions of Repressors and Sensitizers.
ED 235 409

Reprography
Art and Technology.
ED 235 871

Research and Development
Creating Knowledge: A Monopoly? Participatory Research in Development. Participatory Research Network Series No. 1.
ED 235 373

Developing Vocational Education Indicators: Some Steps in Moving from Selection to Use.
ED 235 385

Research and Development Centers
An Inventory of Research Units in Pennsylvania, June 1983. List of Units and Index.
ED 235 701

An Inventory of Research Units in Pennsylvania, June 1983. The Technical Report.
ED 235 700

External Research in AISD: Knowledge for Building, 1982-83.
ED 236 170

Research Design
Creating Knowledge: A Monopoly? Participatory Research in Development. Participatory Research Network Series No. 1.
ED 235 373

Effective School Research: Will It Play in the Country?
ED 235 561

Participatory Research. An Introduction. Participatory Research Network Series No. 3.
ED 235 375

Participatory Research: An Emerging Alternative Methodology in Social Science Research. Participatory Research Network Series No. 2.
ED 235 374

Research Libraries
Building Renovation in ARL Libraries. SPEC Kit 97.
ED 235 835

Collection Description and Assessment in ARL Libraries. SPEC Kit 87.
ED 235 814

Library Materials Cost Studies in ARL Libraries. SPEC Kit 95.
ED 235 801

The Polish Collection at the Alliance College Library in Cambridge Springs, PA: The Origins of the Collection in 1950, Its Rapid Development in the 1970's and the Introduction of the Online Computer Library Center (OCLC) in 1982.
ED 235 823

Research Methodology
A Controlled Single Subject Research Design Utilizing a Sensory Motor Intervention System.
ED 235 637

A Methodological Critique of Community Psychology: Reflections on Research in the Field.
ED 235 419

A Multimethod Assessment of Children's Social Competence.
ED 235 891

Advancing the Art of Inquiry in School Desegregation Research.
ED 236 279

An Investigation of Methods for Reducing Sampling Error in Certain IRT Procedures.
ED 236 211

Characteristics of the Time-Series Data Collected through Curriculum-Based Reading Measurement.
ED 236 197

Creating Knowledge: A Monopoly? Participatory Research in Development. Participatory Research Network Series No. 1.
ED 235 373

Determinants of Schooling Attainment and Enrollment Rates in the Philippines.
ED 235 981

Introspection as a Technique for Investigating Retention.
ED 236 161

Longitudinal Network Analysis Using Multidimensional Scaling.
ED 235 515

Methodological Issues in Researching Teacher Education in Developing Countries.
ED 236 128

Participatory Research. An Introduction. Participatory Research Network Series No. 3.
ED 235 375

Participatory Research: An Emerging Alternative Methodology in Social Science Research. Participatory Research Network Series No. 2.
ED 235 374

Portraying Children's Classroom Experiences. Learning in Science Project. Working Paper No. 42.
ED 236 022

Practical Hints for Observational Research.
ED 236 234

Research in Librarianship: An Analysis of Research Articles in Core Library Journals of 1980.
ED 235 825

Santa Clara County Asian Health Survey: Methodology.
ED 236 268

Special Needs in Education (E241): Research and Progress in Special Education, Unit 15.
ED 235 624

The Use of Content Analysis of Critical Events in Program Evaluation.
ED 236 187

Research Needs
A New School Finance for a New Era of Fiscal Constraint. Policy Paper No. 83-C4.
ED 235 565

Computers in Education: Realizing the Potential. Chairmen's Report of a Research Conference, Pittsburgh, Pennsylvania, November 20-24, 1982.
ED 235 783

Direct Legislation Campaigns and Parapolitical Organizations: A Case for Communications Analysis.
ED 235 529

Educational Considerations, Spring 1983.
ED 235 787

The Videodisc and Educational Research.
ED 236 218

What We Know and Don't Know: Needed Research in Writing Assessment.
ED 236 242

Research Opportunities
More Bang from Your Bytes: Using Special Education Data Base Information.
ED 236 237

Research Problems
A Methodological Critique of Community Psychology: Reflections on Research in the Field.
ED 235 419

Characteristics of the Time-Series Data Collected through Curriculum-Based Reading Measurement.
ED 236 197

Process Evaluation: Some Summarizing and Integrating Notes on the Organizational Implications of This Form of Teacher Evaluation.
ED 235 580

Special Needs in Education (E241): Research and Progress in Special Education, Unit 15.
ED 235 624

The Uses and Abuses of Interstate Comparisons of Higher Education Funding.
ED 235 716

Research Projects
An Inventory of Research Units in Pennsylvania, June 1983. List of Units and Index.
ED 235 701

External Research in AISD: Knowledge for Building, 1982-83.
ED 236 170

Gerontology and Genealogy: Family Research as a Therapeutic Tool for the Aged.
ED 235 455

Participatory Research. An Introduction. Participatory Research Network Series No. 3.
ED 235 375

The Research on Higher Education Program. Swedish Research on Higher Education, 1983-1.
ED 235 739

The Role of Colleges and Universities in the Stimulation of Regional Research and Service.
ED 235 731

Research Reports
Guide for the Preparation of Scientific Papers for Publication. Second Edition.
ED 235 820

Research Utilization
Educational Research and Dissemination Program. Training and Resource Manual.
ED 236 125

More Effective Schooling from Research to Practice. ERIC/CUE Urban Diversity Series No. 83.
ED 236 299

Resident Camp Programs
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ED 235 960

Resident Environmental Classroom. Disadvantaged Pupil Program Fund. Evaluation Report, 1982-83.
ED 236 291

Residential Programs
A Three Phase Approach to Independent Apartment Living for Developmentally Disabled Adults: Westwick Supervised Apartment Program.
ED 235 673

Residuals (Statistics)
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ED 236 186

Resource Allocation
Consultation with the Wisconsin Division of Vocational Rehabilitation on Resource Allocation and Performance Contracting Issues.
ED 235 318

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ED 235 592

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ED 235 594

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ED 235 591

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ED 235 593

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ED 235 753

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ED 235 725

The Role of Capital in Improving Productivity and Creating Jobs.
ED 235 571

Resource Materials
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ED 235 431

Centering on a Quick Reference Resource Booklet for New York City Teachers and Parents. Volume I.
ED 236 120

Chemical Dependency Unit: One Aspect of the Program for Student Assistance of Bryan Sr. High School. Teacher Manual.
ED 235 423

Children in the UK: Signposts to Statistics.
ED 235 875

Early Adolescence: A Resource Directory.
ED 236 273

LIT PICKS: Literary Selections for Mainstreamed Students in Content Area Subjects.
ED 235 467

Microcomputers in Education: A Handbook of Resources.
ED 235 790

Resource Catalogue: Educating Behaviorally Disordered and Emotionally Disturbed Pupils. Program Assistance Report No. 11.
ED 235 648

Resource Room Programs
Resource Room for Talented and Gifted at Edmunds/Jefferson Attendance Center. Report of Evaluation, 1982-83.
ED 236 227

Special Education Resource Teacher, Team Facilitator and In-School Consultant: A Successful In-Service/Resource Teacher Model.
ED 235 597

Resources in Education
Resources in Education (RIE). Volume 19, Number 3.
ED 235 297

Respite Care
Giving Families a Break: Strategies for Respite Care.
ED 235 664

Response Rates (Questionnaires)
Response Rates to Mail Questionnaires in an Ethnic Minority Population.
ED 236 21[illegible]

Retention (Psychology)
Introspection as a Technique for Investigating Retention.
ED 236 161

Retirement
Are the Elderly Retired from Active Life? A Cross-Cultural Comparison.
ED 236 072

Retrenchment
Managing Decline in Rural School Systems: Program Organization and Delivery.
ED 235 930

School Finance Reform in the States: 1983.
ED 235 589

Reunion Behavior
The Range and Consistency of Preschoolers' Reunion Responses in Day Care.
ED 235 892

Revision (Written Composition)
Writing Is a Process: Guidelines for Writing Center Volunteers.
ED 235 487

Rewards
Effects of Boys' Improving, Deteriorating, and Stable Learning Performances on Their Mothers' Administration of Rewards and Punishers.
ED 235 898

Grandmothers' and Mothers' Rewarding and Punishing of Their Children.
ED 235 893

Rewarding Teachers: Issues and Incentives.
ED 236 143

The Use of Different Rules to Allocate Reward and Punishment.
ED 235 449

Rhetoric
The Effect of an Assigned Rhetorical Context on the Holistic Quality and Syntax of the Writing of High and Low Ability College Writers.
ED 235 481

Rhetorical Criticism
An Analysis of Homiletics Textbooks.
ED 235 537

Early Developments in Argumentation in Physics.
ED 235 495

Rhetorical Stance
The Effect of an Assigned Rhetorical Context on the Holistic Quality and Syntax of the Writing of High and Low Ability College Writers.
ED 235 481

Rhode Island
The Status of Secondary Social Studies Education in Selected Rhode Island Public High Schools.
ED 236 097

Role Conflict
The Effect of Role Conflict and Role Ambiguity on Perceived Levels of Burnout Among Special Education Teachers.
ED 235 631

Role Models
Punitive Parents as Models: Effects of Reward-Incentives and Sex of Model on Recall of Punitive Parental Behaviors.
ED 235 448

Role Perception
The Effect of Role Conflict and Role Ambiguity on Perceived Levels of Burnout Among Special Education Teachers.
ED 235 631

Role Playing
Causal Attributions and Person Perceptions in an Incident of Spouse Abuse.
ED 235 408

Ordinal Position in Role Play Practice.
ED 235 432

Role Theory
Teachers' Regulation of the Classroom.
ED 235 567

Romanization
Romanization to Facilitate the Teaching of Modern Hebrew to Adult Native Speakers of English.
ED 235 689

Rules and Regulations
National History Day Contest Guide.
ED 236 056

Rural Areas
Christian Schools and Public Schools In Small Rural Communities of the Northeast.
ED 235 958

Determinants of Schooling Attainment and Enrollment Rates in the Philippines.
ED 235 981

Personal Development Skills and Strategies for Effective Survival as a Rural Special Educator. Student Text for the Curriculum Module.
ED 235 931

Personal Development Skills and Strategies for Effective Survival as a Rural Special Educator. Instructor's Supplement for the Curriculum Module.
ED 235 932

Women Students In Rural Communities: A Preliminary Report.
ED 235 956

Rural Development
Assessing the Impacts of Intergovernmental Economic Organizations: The Case of the World Bank and Nonformal Education.
ED 235 987

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ED 235 785

Mass Media and Development in Indonesia.
ED 235 775

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ED 235 979

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ED 235 985

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ED 235 984

The Bandungan Papers: Guidelines for the Evaluation of Rural Development Projects of NGOs. CENDHRRA Development Memo Number 4.
ED 235 988

The Frontier Newspaper Community: A Computer Profile.
ED 235 484

Rural Economics
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ED 235 979

Rural Education
Moving Forward in Times of Adversity: Proceedings of the Annual Rural and Small Schools Conference (4th) and the Kansas Community Education Association Conference (Manhattan, Kansas, November 15-16, 1982).
ED 235 947

R.S.V.P. Teacher-Coordinator Handbook.
ED 235 966

Rural Studies in Teacher Education From Innovation to Stablization. Summary of the Symposium on Rural Education.
ED 235 946

Rural Environment
Rural Science Education: Blueprint for All?
ED 235 945

Rural Studies in Teacher Education From Innovation to Stablization. Summary of the Symposium on Rural Education.
ED 235 946

Rural Farm Residents
Whatever Happened to Rural Women? A Comparative Study of Labor Force Participation.
ED 235 961

Rural Intervention Project AZ
Rural Intervention Project: An Empirical Assessment.
ED 235 949

Rural Nonfarm Residents
Whatever Happened to Rural Women? A Comparative Study of Labor Force Participation.
ED 235 961

Rural Population
Demographic Change and the Quality of Rural Schools.
ED 235 980

Rural Itinerant Manpower Services, 1978-1979.
ED 235 950

The Portable Practical Educational Preparation: The History of a Process, 1967-1981.
ED 235 948

Rural Schools
A Comparative Study of Rural Schools in Texas, New Mexico, and Arizona.
ED 235 978

Demographic Change and the Quality of Rural Schools.
ED 235 980

Keys to School Boardsmanship Project. Rural Education Program Final Report.
ED 235 935

Managing Decline in Rural School Systems: Program Organization and Delivery.
ED 235 930

Moving Forward in Times of Adversity: Proceedings of the Annual Rural and Small Schools Conference (4th) and the Kansas Community Education Association Conference (Manhattan, Kansas, November 15-16, 1982).
ED 235 947

Speculation Upon the Implementation of P.L. 94-142 in New Mexico's Rural School Districts.
ED 235 975

Rural Student Vocational Program AK
R.S.V.P. Teacher-Coordinator Handbook.
ED 235 966

Rural Urban Differences
Effective School Research: Will It Play in the Country?
ED 235 561

Rural Youth
Rural Intervention Project: An Empirical Assessment.
ED 235 949

Safety Education
School Bus Rider Safety Education Modules for Use with Drills on School Buses.
ED 235 392

Salary Wage Differentials
Comparison of Faculty Salary Levels of Men and Women Possessing the Doctorate at the University of Maryland, College Park (1981 and 1982 Salaries). Summary of Findings and Actions.
ED 235 718

Salesmanship
Communication Strategies for Developing Trust in the Salesperson/Prospect Exchange.
ED 235 536

Salesperson Client Relationship
Communication Strategies for Developing Trust in the Salesperson/Prospect Exchange.
ED 235 536

Sampling
An Investigation of Methods for Reducing Sampling Error in Certain IRT Procedures.
ED 236 211

Sampling Error
An Investigation of Methods for Reducing Sampling Error in Certain IRT Procedures.
ED 236 211

San Juan Unified School District CA
More Bang from Your Bytes: Using Special Education Data Base Information.
ED 236 237

Sandhills Community College NC
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The Influence of a Multi-Media Presentation on Sex-Role Stereotyping in Gifted Adolescents. ED 235 405

Sexual Harassment

On Campus with Women. Vol. 13, No. 1, Summer 1983. ED 235 708

Sexuality

Parents: Yes You Can! ED 236 117

Perceptions of Self and Parents among College Students of Different Sexual Orientations. ED 235 444

Shared Resources

Multidimensional Mapping of Libraries Based on Shared Holdings in the OCLC Online Union Catalog. Research Report. ED 235 802

Shared Services

Facilitating Instructional Use of Microcomputers in Small Schools. ED 235 936

The Education Service Agency--Where Next? ED 235 583

Sharing Behavior

Mood and Sharing Condition Effects on the Display of Altruism. ED 235 906

Shoshoni (Tribe)

Using a Native American Language as a Classroom Teaching Tool: Teaching Shoshoni Poetry. ED 235 954

Sikhs

Home-School-Community Linkages: A Study of Educational Opportunity for Punjabi Youth. Final Report. ED 236 276

Single Adults

Singles in Australian Society. Discussion Paper Number 8. ED 235 402

Situational Analysis

Advancing the Art of Inquiry in School Desegregation Research. ED 236 279

Situational Variables

Causal Attributions and Person Perceptions in an Incident of Spouse Abuse. ED 235 408

Skill Analysis

Modifications in the DACUM Process of Curriculum Development at Daytona Beach Community College. ED 235 844

Skill Development

Counselors Sharing Their Skills with a Wider Audience. ED 235 447

Evaluation Report of the Ontario Camp Leadership Centre at Bark Lake. ED 235 960

FINS: A Guide to the LaConner School District's Program In Fishing Industry Specialization. ED 235 965

Ordinal Position in Role Play Practice. ED 235 432

Organizing a Study Skills Workshop. ED 235 440

Personal Development Skills and Strategies for Effective Survival as a Rural Special Educator. Student Text for the Curriculum Module. ED 235 931

Reinforcement Science Skills Project. Disadvantaged Pupil Program Fund. Final Evaluation Report, 1982-1983. ED 236 285

Remediating the Deficit: Social Skills Training with Juvenile Offenders. ED 235 446

Science Teaches Basic Skills. Handbook I. Project for Promoting Science among Elementary School Principals. ED 236 001

The Progress of Early Writers as They Discover Written Language for Themselves. ED 235 505

What Research Says about Elementary School Science. Handbook IV. Project for Promoting Science among Elementary School Principals. ED 236 005

Skilled Workers

Attitudes toward the Skilled Trades: Employment Issues in the Precision Metalworking Industry. ED 235 327

Small Colleges

Quality of Education in Small Colleges: Colleges of Pride, Determination and Optimism. A Study of The Brunswick Foundation's Small College Program. ED 235 738

Student Recruitment and Retention in Small Colleges: Colleges of Pride, Determination, and Optimism. A Study of The Brunswick Foundation's Small College Program. ED 235 737

Small Engine Repair

Auto Mechanics. Heavy Equipment. Small Engines. ED 235 328

Small Schools

A Comparative Study of Rural Schools in Texas, New Mexico, and Arizona. ED 235 978

Facilitating Instructional Use of Microcomputers in Small Schools. ED 235 936

Moving Forward in Times of Adversity: Proceedings of the Annual Rural and Small Schools Conference (4th) and the Kansas Community Education Association Conference (Manhattan, Kansas, November 15-16, 1982). ED 235 947

Social Action

Cycles of Protest in West Germany: Experiences from Three Decades. ED 236 101

Social Attitudes

Singles in Australian Society. Discussion Paper Number 8. ED 235 402

Social Behavior

Perspective-Taking and Social Behavior in Behaviorally Disordered Boys. ED 235 903

Social Participation by Two-and-Three-Year-Old Children in Groups. ED 235 899

The Spiral of Silence Ten Years Later: An Examination and Evaluation. ED 235 528

Social Bias

The Hispanic Handicapped: A Bibliographic Listing of Relevant Attitudinal Research. ED 235 636

Social Change

Community Participation: Current Issues and Lessons Learned. ED 235 878

Development Education: NGO Priorities for the Eighties. Development Education Paper No. 17. ED 235 877

Electronic Technology, Automation, and Libraries: A State-of-the-Art-Review. ED 235 818

Special Needs in Education (E241): Eradicating Handicap, Unit 14. ED 235 623

Social Cognition

A Study of Differences in Pre-Adolescent Boys' Interpersonal Perceptions and Social Adjustment. ED 235 896

Horace Greeley and the Newspaper Forum Function: A New Source for the Social Responsibility Theory. ED 235 483

Interpersonal Perception in International Business Negotiations: An Up-Date. ED 235 531

Relationship between Social Skill and Conflict Resolution Tactics. ED 235 445

Social Desirability

A Study of Differences in Pre-Adolescent Boys' Interpersonal Perceptions and Social Adjustment. ED 235 896

Social Development

Home, School, and Community in Adolescent Education. ERIC/CUE Urban Diversity Series No. 84. ED 236 300

Social Gerontology

Field Placement in Social Gerontology. ED 236 095

Social Influences

Advancing the Art of Inquiry in School Desegregation Research. ED 236 279

Social and Motivational Influences on Reading. Technical Report No. 288. ED 235 465

Special Needs in Education (E241): Handicap Is Social, Unit 13. ED 235 622

Social Integration

Computer Analysis of Classroom Social Structure: Assistance for Teachers in Their Efforts to Enhance Integration. ED 236 283

Social Interaction

Perspective-Taking and Social Behavior in Behaviorally Disordered Boys. ED 235 903

Social Interactions of Preschool Hyperactive Boys. ED 235 924

Social Networks

Longitudinal Network Analysis Using Multidimensional Scaling. ED 235 515

Networking and Mentoring: A Study of Cross-Generational Experiences of Blacks in Graduate and Professional Schools. ED 235 745

Social Participation

Are the Elderly Retired from Active Life? A Cross-Cultural Comparison. ED 236 072

Social Participation by Two-and-Three-Year-Old Children in Groups. ED 235 899

Social Psychology

Home, School, and Community in Adolescent Education. ERIC/CUE Urban Diversity Series No. 84. ED 236 300

Social Responsibility

Horace Greeley and the Newspaper Forum Function: A New Source for the Social Responsibility Theory. ED 235 483

Social Science Research

Advancing the Art of Inquiry in School Desegregation Research. ED 236 279

Creating Knowledge: A Monopoly? Participatory Research in Development. Participatory Research Network Series No. 1. ED 235 373

Methodological Issues in Researching Teacher Education in Developing Countries. ED 236 128

Participatory Research. An Introduction. Participatory Research Network Series No. 3. ED 235 375

Participatory Research: An Emerging Alternative Methodology in Social Science Research. Participatory Research Network Series No. 2. ED 235 374

Social Sciences

Teachers Guide to Social Studies in the Senior High School. ED 236 270

Social Services

Interstate Compact on the Placement of Children: Standards for Foster Family Services Systems Projects. Volume I: Narrative. Final Report. ED 235 914

Rural Itinerant Manpower Services, 1978-1979. ED 235 950

The Portable Practical Educational Preparation: The History of a Process, 1967-1981. ED 235 948

Social Studies

A High Intensity Social Studies Program in a Clinical Setting for Teacher Education Students. ED 236 070

Development of Social Studies Curriculum Content for Zambian Junior Secondary Schools. African Studies in Curriculum Development and Evaluation No. 72. ED 236 085

Eleven Propositions for Innovative Research in Social Studies: An Anthropological Approach to Learning and Teaching. ED 236 105

Hermosillo from A to Z. ED 236 080

Navajo Changes--A History of the Navajo People = Dinetahgi Lahgo Ahoodzaa--Dine Bahane. Fifth-Eighth Grade Navajo Bilingual Bicultural Social Studies Curriculum. ED 235 970

Navajo Changes--A History of the Navajo People = Dinetahgi Lahgo Ahoodzaa--Dine Bahane. Teacher's Guide. Fifth-Eighth Grade Navajo Bilingual-Bicultural Social Studies Curriculum. ED 235 971

Our Class as an Icosahedral Community. ED 235 995

Perspectives on Japan: A Guide for Teachers. ED 236 090

Resources for Pennsylvania Studies: Elementary and Secondary School Grades. Revised. ED 236 103

Social Studies Curriculum Guide. ED 236 081

Social Studies Curriculum Guide: Grade One-Grade Seven. Revised. ED 236 076

Social Studies Scope and Sequence. Grade 6. ED 236 271

Standards of Learning Objectives for Virginia Public Schools. Social Studies. ED 236 107

Teachers Guide to Social Studies in the Senior High School. ED 236 270

The Status of Secondary Social Studies Education in Selected Rhode Island Public High Schools. ED 236 097

What Is Social Studies? ED 236 060

What Should We Be Teaching in the Social Studies? Fastback 199. ED 236 083

Social Support Groups

Anxiety, Stress and Social Support: Prenatal Predictors of Obstetrical Outcomes. ED 235 922

Impact of Family Support Systems on Children's Academic and Social Functioning after Parental Divorce. ED 235 887

The Developing Child: Discussion Papers. ED 235 880

The Mexican-American in the Health Care System. ED 235 944

Social Theories

Advancing the Art of Inquiry in School Desegregation Research. ED 236 279

Socialization

Colonialism on Campus: A Critique of Mentoring to Achieve Equity in Higher Education. ED 235 760

From Babies into Boys and Girls: The Acquisition of Gender Identity. ED 235 910

The Role of Communication in the Professional Socialization Process. ED 235 514

Socioeconomic Influences

Social and Motivational Influences on Reading. Technical Report No. 288. ED 235 465

Socioeconomic Status

The Influence of Sex Roles on the Life Plans of Low-SES Adolescents. ED 235 434

Sociology

Crime, Deviance and Respectability: A New Course in a Neglected Area in the Sociological Curriculum. ED 236 092

Electronic Technology, Automation, and Libraries: A State-of-the-Art-Review. ED 235 818

Field Placement in Social Gerontology. ED 236 095

Sociometric Techniques

Computer Analysis of Classroom Social Structure: Assistance for Teachers in Their Efforts to Enhance Integration. ED 236 283

Some Qualities of Peer Nominations in Individual, Classroom, and School Evaluations. ED 236 160

Software Evaluation

Evaluator's Guide for Microcomputer-Based Courseware. ED 235 773

Software Reviews

Statistical Software Packages for the Microcomputer. ED 235 782

Soil

Discovering the Multi-Factor Region. ED 236 058

Soil Conservation

Soil Science. III-A-1 to III-D-4. Basic V.A.I. ED 235 336

Soil Science

Soil Science. III-A-1 to III-D-4. Basic V.A.I. ED 235 336

Sons

Effects of Boys' Improving, Deteriorating, and Stable Learning Performances on Their Mothers' Administration of Rewards and Punishers. ED 235 898

Sounding (Language)

Reading Comprehension and Creativity in Black Language Use: You Stand to Gain by Playing the Sounding Game! Technical Report No. 295. ED 235 475

Space Utilization

Putting the Arts in Surplus Schools. A Planning Workbook. ED 235 586

Spanish

Case Study on Teaching Materials for Spanish Language and Culture Classes for Migrant Children in France. (Part I, Lyon-Paris, France) The CDCC's Project No. 7: "The Education and Cultural Development of Migrants". ED 235 937

Ensenando El Espanol por Medio de Accion (Teaching Spanish through Action). ED 235 686

Spanish in the U.S. Setting: Beyond the Southwest. ED 235 678

Spanish Culture

Case Study on Teaching Materials for Spanish Language and Culture Classes for Migrant Children in France. (Part I, Lyon-Paris, France) The CDCC's Project No. 7: "The Education and Cultural Development of Migrants". ED 235 937

Spatial Ability

Spatial Encounters: Exercises in Spatial Awareness. ED 236 183

Special Education

Bureau of Indian Affairs Advisory Committee for Exceptional Children. The Third Annual Report to the Department of the Interior. ED 235 992

More Bang from Your Bytes: Using Special Education Data Base Information. ED 236 237

Pilot Projects. Disadvantaged Pupil Program Fund. Evaluation Report, 1982-83. ED 236 292

Preparing School Psychologists to Testify at Due Process Hearings. ED 235 456

Present and Future Computer Applications in Special Education Research, Evaluation and Planning. ED 236 239

Special Needs in Education (E241): Biology and Handicap, Unit 11. ED 235 620

Special Needs in Education (E241): Guide to the Course and Glossary. ED 235 611

Special Needs in Education (E241): Origins, Unit 9 ED 235 618

Special Needs in Education (E241): Psychology and Special Education, Unit 12. ED 235 621

Special Needs in Education (E241): Research and Progress in Special Education, Unit 15. ED 235 624

Special Needs in Education (E241): Special Biographies, Unit 1/2. ED 235 612

Special Needs in Education (E241): The Powers That Be, Unit 8. ED 235 617

Speculation Upon the Implementation of P.L. 94-142 in New Mexico's Rural School Districts. ED 235 975

The Nature of Inaccuracy among Readability Formulas. ED 236 200

The One Minute Computer Guide for Special Educators. A Selected Listing of Resources. ED 235 672

The Practice of Special Education. ED 235 609

The SpecialWare Directory: A Guide to Software Sources for Special Education. First Edition. ED 235 646

Special Education Teachers

Model Special Education Manpower Information and Management System. Final Report. ED 235 595

Personal Development Skills and Strategies for Effective Survival as a Rural Special Educator. Student Text for the Curriculum Module. ED 235 931

Personal Development Skills and Strategies for Effective Survival as a Rural Special Educator. Instructor's Supplement for the Curriculum Module. ED 235 932

Research-Based Answers to Questions about Stress and Burnout. ED 235 596

The Effect of Role Conflict and Role Ambiguity on Perceived Levels of Burnout Among Special Education Teachers. ED 235 631

Special Libraries

Organizing the Special Library: Why and How. ED 235 804

Temple Israel Library Manual: A Handbook on Processing Procedures for the Non-Professional. ED 235 831

Specialization

An Inventory of Research Units in Pennsylvania, June 1983. List of Units and Index. ED 235 701

An Inventory of Research Units in Pennsylvania, June 1983. The Technical Report. ED 235 700

Trends in Medical Education in the South: Enrollments and Financing. ED 235 714

Speech Communication

Communication Education Throughout the University: An Alternative to the One-Shot Inoculation Approach. ED 235 507

Compensation Strategies. CLCS Occasional Paper No. 9. ED 235 692

Functional Communication Competencies and Basic Speech Communication Instruction in Higher Education: A Short Course. ED 235 525

Media Evolution and the Primacy of Speech. ED 235 510

Patterns of Nonverbal Behavior and Perceived Relational Messages Associated with Communication Reticence. ED 235 521

Removing Bias: Guidelines for Student-Faculty Communication. ED 235 535

The Role of Communication in the Professional Socialization Process. ED 235 514

The Search for Communication Skills. ED 235 540

Speech Curriculum

Functional Communication Competencies and Basic Speech Communication Instruction in Higher Education: A Short Course. ED 235 525

Speech Evaluation

The Importance of Scorer Bias to Handicapped Preschoolers' Stronger Performance with Familiar Examiners. ED 236 203

Speech Instruction
Functional Communication Competencies and Basic Speech Communication Instruction in Higher Education: A Short Course. ED 235 525
Report on an Action Caucus on Oral Interpretation in Forensic Competition. ED 235 509

Speech Skills
Functional Communication Competencies and Basic Speech Communication Instruction in Higher Education: A Short Course. ED 235 525

Sponsors
Evaluation Report of the Ontario Camp Leadership Centre at Bark Lake. ED 235 960

Springfield Public Schools MA
Computer Analysis of Classroom Social Structure: Assistance for Teachers in Their Efforts to Enhance Integration. ED 236 283
Integration Does Work: The Springfield Story. ED 236 282

Staff Development
An Aging Teacher Corps: How Should School Systems Respond? ED 235 553
Education for Adulthood: A Curriculum for the Mentally Retarded Who Need a Better Understanding of Life's Processes and a Training Guide for Those Who Will Teach the Curriculum. ED 235 606
Enhancing Academic Advising Skills: A Resource Manual for Staff Development. ED 235 699
Increasing the Effectiveness of Women's Programs on College Campuses: A Summary of the Activities and Accomplishments of the National Women's Centers Training Project. ED 235 721
Keys to School Boardsmanship Project. Rural Education Program Final Report. ED 235 935
Resource Catalogue: Comprehensive Services for Handicapped Children--Interagency Collaboration, Personnel Development, Program Evaluation and Monitoring, Policy Development and Administration. Third and Final Edition. ED 235 647
Rural Intervention Project: An Empirical Assessment. ED 235 949
Teaming, Staffing, and Improving Instruction. ED 235 554

Staff Orientation
Painlessly Preparing Personalized Training Plans. ED 235 777

Staff Role
The Project Team in Instructional Television. ED 235 780

Staff Utilization
Model for Contingency Contracting. ED 235 867
Patterns of School Organization: Resources and Responses in Sixteen Schools. Staffing and Resources Study Report No. 3. ACER Research Monograph No. 18. ED 235 594
Resource Allocation in the Government Schools of Australia and New Zealand. A Summary of the Reports of the Staffing and Resources Study. ACER Research Monograph No. 15. ED 235 591

Standard Setting
A Comparison of Approaches for Setting Proficiency Standards via Monte Carlo Simulations. Research Evaluation Development Technical Report Series, No. 2. ED 236 231
Criterion-Referenced Standard-Setting in Certification and Licensure: Defining the Minimally Competent Candidate. ED 236 208

Standardized Tests
A Comparison of Standardized Achievement Tests and Direct Measurement Techniques in Measuring Pupil Progress. ED 236 198
Computerized Testing and Feedback for Faculty and Curriculum Development. ED 235 853
If Not I.Q. - What? ED 235 883
Position Statements Developed at the Spring Conference of the Confederated Organizations for Teacher Education, New York State (Syracuse, NY, 1983). An Occasional Paper. ED 236 142
Student Achievement: Final Report 1982-1983. ED 236 181

Standards
A Comparison of Approaches for Setting Proficiency Standards via Monte Carlo Simulations. Research Evaluation Development Technical Report Series, No. 2. ED 236 231
Guide for the Preparation of Scientific Papers for Publication. Second Edition. ED 235 820
Interstate Compact on the Placement of Children: Standards for Foster Family Services Systems Projects. Volume I: Narrative. Final Report. ED 235 914
Model Child Care Licensing Standards for Indian Reservations. ED 235 953
Standards for Program Development Evaluation Plans. Report No. 341. ED 236 182
Standards of Performance for Community Based Educational Institutions. ED 235 860
Statistical Analysis in Evaluation Research: Tools for Investigating Problems in VR Performance. ED 235 314
The Professional Preschool Teacher. ED 235 928

Stanford Achievement Tests
A Comparison of Standardized Achievement Tests and Direct Measurement Techniques in Measuring Pupil Progress. ED 236 198

Stanford Binet Intelligence Scale
Handicapped Children's Performance on Standard and Adaptive Items of the Stanford-Binet Intelligence Scale (Form L-M). Working Papers in Developmental Disabilities. ED 235 661

State Action
Enhancing the State Role in Lifelong Learning: A Summary Report of a Project. ED 235 390
Financing Adult Learning: Spotlight on the States. ED 235 387
State Policies and Programs in Support of Adult Learning: A Survey of Selected States. ED 235 389

State Agencies
Consultation with the Wisconsin Division of Vocational Rehabilitation on Resource Allocation and Performance Contracting Issues. ED 235 318
Review of State VR Agency Procedures for Case Flagging: A Quality Assurance Activity. ED 235 315
Review of State VR Agency Procedures for Case Flagging: A Quality Assurance Activity. Appendix: Examples of State Quality Assurance and Case Flagging Instruments and Procedures. ED 235 316

State Aid
Building Quality Restoration Program, 1979-1983. Revised. ED 235 585
Comparative Information on Higher Education, 1983. ED 235 748
Effective Learning: A Study of Innovative Public Humanities Programs. Publication Number 5-80. ED 235 706
Financing Adult Learning: Spotlight on the States. ED 235 387
Funding to Meet the Need for Community College Education in Baltimore City. ED 235 858
The Uses and Abuses of Interstate Comparisons of Higher Education Funding. ED 235 716

State Boards of Education
Actions for State Boards of Education. ED 235 546

State Colleges
Annual Summary of Program Review Activities, 1981-82. Commission Report 83-24. ED 235 729
Student Aid and Public Higher Education: A Progress Report. ED 235 753

State Curriculum Guides
Communications. New Mexico Industrial Education Curriculum Guide. ED 235 378
Marketing and Distributive Education Curriculum Planning Guide. Revised. ED 235 376

State Departments of Education
Building Quality Restoration Program, 1979-1983. Revised. ED 235 585
Dissemination Management Project. Final Report. ED 235 839
Schooling & Technology. Volume 1: State-Level Policy Initiatives. ED 235 575

State Economic Areas
Salient Migration Flows in the Southeastern United States: 1955-1960 and 1965-1970. ED 236 296

State Federal Aid
An Analysis of the ECIA Chapter One Formula for Allocating Compensatory Education Grants to Local Education Agencies. Selected Monographs in Educational Policy Research, Number 2. ED 235 574

State Government
Financing Adult Learning: Spotlight on the States. ED 235 387
Technology, Innovation, and Regional Economic Development. Census of State Government Initiatives for High-Technology Industrial Development. Background Paper. ED 235 344

State Governors
Actions for Governors. ED 235 550

State History
A Program in American and Pennsylvania Studies. ED 236 069
Resources for Pennsylvania Studies: Elementary and Secondary School Grades. Revised. ED 236 103

State Legislation
Chronicle of Academic and Artistic Precocity, Vol. 1, No. 3, May/June 1982. ED 235 649
Minimum Competency Graduation Testing Programs and the Law. ED 236 163
School Finance Reform in the States: 1983. ED 235 589
Schooling & Technology. Volume 1: State-Level Policy Initiatives. ED 235 575
State Policies and Programs in Support of Adult Learning: A Survey of Selected States. ED 235 389
Student Health Mandate Report and Preliminary Recommendations. ED 236 145

State Officials
Actions for Chief State School Officers. ED 235 549
Actions for Governors. ED 235 550
Actions for Legislators. ED 235 548

State Programs
Arizona Teacher Proficiency Examination of the Basic Skills. A Special Report. ED 236 251
Connecticut Application of Item Response Theory to Large Scale Assessments. ED 236 171
Equal Education Opportunity Program Clientele: Characteristic, Needs, and Interest. Occasional Paper No. 1. ED 235 715
Information Society Challenges Education. Issuegram No. 17. ED 235 799
Results of the Georgia Statewide Testing Program for the Atlanta Public Schools: 1982-83. Report No. 17-9. ED 236 179
State Policies and Programs in Support of Adult Learning: A Survey of Selected States. ED 235 389
Technology, Innovation, and Regional Economic Development. Census of State Government Initiatives for High-Technology Industrial Development. Background Paper. ED 235 344
Trends in Canadian Provincial Reading Assessments. Revised Version. ED 236 240

State Standards
Minimum Competency Graduation Testing Programs and the Law. ED 236 163
Minimum Requirements for State Certificates. ED 236 129

State Surveys
Curriculum Study: Foreign Languages. A Report from the Foreign Languages Curriculum Study Committee to the North Carolina State Board of Education. ED 235 681
Georgia Postsecondary Education: FactFinder, 1983. ED 235 746

State University of New York
A Study of the State University of New York Biomedical Communication Network (SUNY/BCN) from 1968 to 1977. ED 235 830

Statewide Planning
Adult Learning Innovations: Vehicles for Social and Economic Progress. ED 235 388
Annual Summary of Program Review Activities, 1981-82. Commission Report 83-24. ED 235 729
Cooperative Collection Development in Multitype Library Networks: A Beginning--Goals and Methods. Proceedings of the Annual Conference of the Missouri Library Association (1980). ED 235 837
Critical Issues in College System Management: Conference Proceedings (Toronto, Ontario, October, 1981). ED 235 841
Enhancing the State Role in Lifelong Learning. Case Studies of the Six Pilot States. ED 235 343
Nailing Jello to the Wall. Forum: What Progress Are the States Making in Initiating Higher Education Reform? ED 235 757
State Governance of Education: 1983. ED 235 587
The Case for a Fee Policy That Provides Two Years of Fee-Free Community College Education. ED 235 843

Statistical Analysis
Factors Influencing the Agreement between Visual and Statistical Analyses of Time Series Data. ED 236 194
Statistical Analysis in Evaluation Research: Tools for Investigating Problems in VR Performance. ED 235 314
Statistical Software Packages for the Microcomputer. ED 235 782

Statistical Data
Data-Base for Communication Planning. The Basic and Statistical Data Required for the Elaboration of a Plan for a National Communication System. ED 235 816

Steering (Automotive)
Front-End Types. Automotive Mechanics. Steering & Suspension. Instructor's Guide and Student Guide. ED 235 366
Pre-Alignment Checks. Automotive Mechanics. Steering & Suspension. Instructor's Guide and Student Guide. ED 235 367

Stereotypes
Removing Bias: Guidelines for Student-Faculty Communication. ED 235 535
The Stigma of Affirmative Action: An Empirical Analysis. ED 235 415

Stimulation
Increased Challenge with the Elderly. ED 235 398

Story Telling
The Hows and Whys of Cody Creations (Cody's Drop-In Writing Center). ED 235 485

Stress Management
An Academic Approach to Stress Management for College Students in a Conventional Classroom Setting. ED 235 452
Personal Development Skills and Strategies for Effective Survival as a Rural Special Educator. Student Text for the Curriculum Module. ED 235 931
Personal Development Skills and Strategies for Effective Survival as a Rural Special Educator. Instructor's Supplement for the Curriculum Module. ED 235 932
Relaxation Training: Its Usefulness in the Middle School Curriculum. ED 236 150
Sight on Sites: An Approach to Coping with Teacher Stress--Preventing Burn-out. ED 236 131
Teacher Burnout/Stress Management: An Exploratory Look in an Urban School System in Alabama. ED 236 109

Stress Variables
An Academic Approach to Stress Management for College Students in a Conventional Classroom Setting. ED 235 452
Anxiety, Stress and Social Support: Prenatal Predictors of Obstetrical Outcomes. ED 235 922
Helping Behavior: Effects of Stress and Commonality of Fate on Females. ED 235 420
Life Stress: Related Symptoms, Subjective Appraisal and Coping Styles. ED 235 418
Personal Development Skills and Strategies for Effective Survival as a Rural Special Educator. Student Text for the Curriculum Module. ED 235 931
Research-Based Answers to Questions about Stress and Burnout. ED 235 596
Sight on Sites: An Approach to Coping with Teacher Stress--Preventing Burn-out. ED 236 131
Teacher Burnout/Stress Management: An Exploratory Look in an Urban School System in Alabama. ED 236 109

Structure of Instruction Rating Scale
The Structure of Instruction Rating Scale (SIRS): Development and Technical Characteristics. ED 236 188

Stud
Adult Recruitment Practices. ED 235 755

Student Adjustment
Meeting Needs of Adult University Students: A Model Designed by Adult Students. ED 235 735

Student Alienation
Organizational Evaluation Systems and Student Disengagement in Secondary Schools. Executive Summary. ED 236 066
Organizational Evaluation Systems and Student Disengagement in Secondary Schools. Final Report. ED 236 067

Student Attitudes
A Community Service for a Rural High School. ED 235 982
A Study of Some Aspects of ASEP during Its First Year of Availability. CDC Professional Series. ED 236 042
A Study of Writing Behavior with Pre/Post Monitoring Using the Omnibus Personality Inventory, Derived from Erik Erickson's Theory of Personality. ED 235 478
Attitudes towards the World of Work: Development of the Scales and Manual for Administration, Scoring and Interpretation. ED 235 391
Attributional Factors of Native American and Anglo Community College Students. ED 235 991
Drug Abuse in the High Schools (Ohio). Hearing before the Select Committee on Narcotics Abuse and Control. House of Representatives, Ninety-Seventh Congress, Second Session. ED 235 401
Economic Education Experiences of Award Winning Alaska Teachers. ED 235 977
Outlook on Science. Learning in Science Project. Working Paper 50. ED 236 028
Practicing Psychology on Campus? What You Call It Makes a Difference. ED 235 422
Quality from the Students' Point of View. AASCU Studies 1983-1. ED 235 765
Rural Science Education: Blueprint for All? ED 235 945
School Subjects Attitude Scales: General Information. A Brief Description of the School Subjects Attitude Scales Intended for Educators Considering Use of This Instrument. ED 236 184
Students' Perceptions of Their Parents' Beliefs Concerning Their Academic Competence. ED 235 926
The College Descriptive Index (C.D.I.): Development and Background Information. Technical Manual. ED 236 206

Student Attrition
Dropout Interviews: Summer, 1982, Final Technical Report. ED 236 233
Introducing the Personal Tutor/Counsellor in the System of Distance Education. Project Report 1: Experiment Description. ED 235 774

Student Behavior
A Descriptive Study of the Perceived Influence of Institutional Interruptions on the Morale and Work of Teachers and Pupils in Elementary Schools. ED 235 557
Drug Abuse in the High Schools (Ohio). Hearing before the Select Committee on Narcotics Abuse and Control. House of Representatives, Ninety-Seventh Congress, Second Session. ED 235 401
Relaxation Training: Its Usefulness in the Middle School Curriculum. ED 236 150
Sources of Elementary School Grading. ED 236 135

Student Characteristics
Commuter Students: References & Resources, 4th Edition. ED 235 712
Empire State College/State University of New York Center for Distance Learning. A Case Study. DERG Papers Number 7. ED 235 772
Equal Access/Equal Opportunity Research at Miami-Dade Community College, Fall 1976-77 through Fall 1981-82 Cohorts. Research Report No. 83-09. ED 235 859
Equal Education Opportunity Program Clientele: Characteristic, Needs, and Interest. Occasional Paper No. 1. ED 235 715
Georgia Postsecondary Education: FactFinder, 1983. ED 235 746
Student Aid and Public Higher Education: A Progress Report. ED 235 753
The Nature of Inaccuracy among Readability Formulas. ED 236 200
Translating Learning Style Theory into Classroom Practice: A Way of Increasing Teacher Effectiveness Through the Determination of Individual Learning Styles. ED 236 121

Student Costs
The Case for a Fee Policy That Provides Two Years of Fee-Free Community College Education. ED 235 843

Student Developed Materials
The Puzzle Design Activity. ED 236 118

Student Development
Community College Programs with Business and Industry, Student Development, Academic and Administrative Use of Technology, and Unique College Programs: A Professional Development Report. ED 235 856
Education of the Whole Person: A New Look at an Old Priority. ED 235 752
Productive Thinking. ED 236 136
The Responsibility of Colleges and Universities for Building Ethical and Moral Character in Their Students. ED 235 756

Student Disengagement
Organizational Evaluation Systems and Student Disengagement in Secondary Schools. Executive Summary. ED 236 066
Organizational Evaluation Systems and Student Disengagement in Secondary Schools. Final Report. ED 236 067

Student Educational Objectives
Action for Excellence. A Comprehensive Plan to Improve Our Nation's Schools. ED 235 588
An Analysis of Individualized Education Program Goals Selected for Learning-Disabled Students. ED 235 644

Student Employment
Impacts from the Youth Incentive Entitlement Pilot Projects: Participation, Work, and Schooling Over the Full Program Period. ED 236 301
Work on the Campus: Benefits for Student and Institution. ED 235 443

Student Evaluation
A Strategy for Assessing Motorically-Impaired Infants. Working Papers in Developmental Disabilities. Draft. ED 235 658
Assessment of Basic Competencies: A Functional Approach to the Assessment of Learning Disabilities. ED 235 651
Essential Elements of Teaching and Learning in Higher Education. Research and Development in Higher Education, Volume 4. Papers Presented at the Annual Conference of the Higher Education Research and Development Society of Australasia (7th, Melbourne, Victoria, May 9-12, 1981). ED 235 693
Evaluation of Second Language Institutes for California State Department of Education. ED 235 685
Follow-up Evaluation of Mark Twain Students. ED 236 158
How to Develop PACs. Performance and Competency-based Student Materials. ED 235 308
Individual Student Assessment Process: Lincoln Public Schools, 1982-83. ED 235 605
Instructional Implications of WPPSI Subtests for the Early Childhood Educator. ED 235 909
Organizational Evaluation Systems and Student Disengagement in Secondary Schools. Executive Summary. ED 236 066
Organizational Evaluation Systems and Student Disengagement in Secondary Schools. Final Report. ED 236 067
Preservice Teacher Evaluation: An Overview. ED 236 167
Quality from the Students' Point of View. AASCU Studies 1983-1. ED 235 765
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Teaming, Staffing, and Improving Instruction. ED 235 554

Student School R
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Student Teacher Relationship
Can Teachers Become Better Thinkers? ED 236 151
Counselors Sharing Their Skills with a Wider Audience. ED 235 447
Rural Science Education: Blueprint for All? ED 235 945
Sources of Elementary School Grading. ED 236 135
Teachers' Regulation of the Classroom. ED 235 567
Teaching and Learning via Interactive Satellite--A Janus View. ED 235 791
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Film and Video Utilization Study. ED 235 797
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Rewarding Teachers: Issues and Incentives. ED 236 143
Teacher Burnout/Stress Management: An Exploratory Look in an Urban School System in Alabama. ED 236 109
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Teacher Burnout
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Teacher Burnout/Stress Management: An Exploratory Look in an Urban School System in Alabama. ED 236 109
The Effect of Role Conflict and Role Ambiguity on Perceived Levels of Burnout Among Special Education Teachers. ED 235 631

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Preservice Teacher Evaluation: An Overview. ED 236 167
Process Evaluation: Some Summarizing and Integrating Notes on the Organizational Implications of This Form of Teacher Evaluation. ED 235 580

Teacher Improvement
Addressing the Crisis in Precollegiate Mathematics and Science Education. ED 235 998
Classroom Management and Organization Techniques. ED 235 902
You Are Special: A Study of Innovative Teachers. ED 236 149

Teacher Morale
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Teacher Motivation
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Teaching the Content Subjects to Indochinese Students. ED 236 297
The Context for Writing: A Descriptive Study of One Family-Grouped, Informal First and Second Grade Classroom. ED 235 480

Teacher Salaries
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Comparative Information on Higher Education, 1983. ED 235 748
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Rewarding Teachers: Issues and Incentives. ED 236 143

Teacher Selection
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Teacher Shortage
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Teacher Stress
Sight on Sites: An Approach to Coping with Teacher Stress--Preventing Burn-out. ED 236 131
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Teaching (Occupation)
Current Attractions of Teaching As Perceived by Preservice Students. ED 235 582

Teaching Conditions
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Communications. New Mexico Industrial Education Curriculum Guide. ED 235 378
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Ordinal Position in Role Play Practice. ED 235 432
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Productive Thinking. ED 236 136
Psychological Perspectives in Second Language Development. ED 235 952
Rural Science Education: Blueprint for All? ED 235 945
Teaching and Learning via Interactive Satellite--A Janus View. ED 235 791
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Teaching Archery. ED 236 146
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Teaching Strategies for More Effective Integration. ED 236 253
Typology of Teaching Events in Formal Language Instruction. ED 235 677
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Vocabularies for Reading: How Large? What Kind? ED 235 460

Teaching Skills
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The Professional Preschool Teacher. ED 235 928

Teaching Styles
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Translating Learning Style Theory into Classroom Practice: A Way of Increasing Teacher Effectiveness Through the Determination of Individual Learning Styles.
ED 236 121

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ED 236 252

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ED 235 524
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ED 235 494

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ED 235 519

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ED 235 796
Mass Media and Development in Indonesia.
ED 235 775
The Relationship of Students' Academic Achievement to Television Watching, Leisure Time Reading and Homework.
ED 236 249

Telidon System
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ED 235 795

Tenure
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ED 235 762
Tri-State Minority Faculty Employment Opportunity Project. Final Report.
ED 236 261

Test of English as a Foreign Language
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Ethnic Group Bias in WISC-R Verbal Items.
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If Not I.Q. - What?
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Item Bias in the PPVT-R for Anglo-American and Mexican-American Children.
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Possible Sources of Culture Bias in the Validation of ETS Language Tests.
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Systematic Bias in the Assessment of Handicapped Children.
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Effects of Item Disclosure on TOEFL Performance.
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Attitudes towards the World of Work: Development of the Scales and Manual for Administration, Scoring and Interpretation.
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CRISP-Psychometric Assessment of Postdivorce Stress/Adjustment in Children.
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New Concepts in Instrumentation Development to Measure the Perry Scheme.
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Questionnaires: Their Development and Use.
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The Development of a Baccalaureate Outcome Measure Based on a Generic Skills Theory of Human Performance.
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Effects of Item Disclosure on TOEFL Performance.
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Reliability and Validity of Two-Option Multiple-Choice and Comparably Written True-False Items.
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A Comparative Analysis of Two Order Analytic Techniques: Assessing Item Hierarchies in Real and Simulated Data.
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Ethnic Group Bias in WISC-R Verbal Items.
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Item Bias in the PPVT-R for Anglo-American and Mexican-American Children.
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Objective-Referenced-Test Rescore Decisions and Item Statistics: A Matter of Congruence.
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Reliability and Validity of Two-Option Multiple-Choice and Comparably Written True-False Items.
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Test Reliability
A Comparative Analysis of Three Widely Used Graded Word Reading Tests.
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Caregiver Reports on the Developmental Status of Handicapped Young Children: The Kent Infant Development Scale and the Minnesota Child Development Inventory.
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CRISP-Psychometric Assessment of Postdivorce Stress/Adjustment in Children.
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Predicting Whether or Not Agricultural Education Graduates Will Teach. A Report of Research.
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Reliability and Validity of Two-Option Multiple-Choice and Comparably Written True-False Items.
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Stability of the SOMPA's Health History Inventory.
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Stability of the SOMPA's Sociocultural Modalities.
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Technical Adequacy of Basal Readers' Mastery Tests: The Ginn 720 Series.
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The Hiskey-Nebraska Test of Learning Aptitude in Hearing-Impaired Samples.
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The Structure of Instruction Rating Scale (SIRS): Development and Technical Characteristics.
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The Technical Adequacy of a Basal Reading Mastery Test: The Holt Basic Reading Series.
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The Technical Adequacy of a Basal Reading Series Mastery Test.
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The Technical Adequacy of a Basal Series Mastery Test: The Scott-Foresman Reading Program.
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Theory and Tests of a Cognitive Behavioral Model of Burnout.
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Test Rescoring
Objective-Referenced-Test Rescore Decisions and Item Statistics: A Matter of Congruence.
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An A Posteriori Examination of the Evaluation Scale of the Writing Assessment Test at the City University of New York. Research Monograph No. 3.
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Reliability and Validity of Two-Option Multiple-Choice and Comparably Written True-False Items.
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Theory and Tests of a Cognitive Behavioral Model of Burnout.
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Test Wiseness
Effects of Item Disclosure on TOEFL Performance.
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Maximizing Student Achievement through Testing.
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Possible Sources of Culture Bias in the Validation of ETS Language Tests.
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Arizona Teacher Proficiency Examination of the Basic Skills. A Special Report.
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Connecticut Application of Item Response Theory to Large Scale Assessments.
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Placement Systems for English Courses in Selected California Community Colleges.
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How to Find Information on Educational and Psychological Tests at the Library of Congress.
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Identifying Intellectual Advancement in Preschoolers.
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Citizenship and Social Studies Achievement of Young Americans: 1981-82 Performance and Changes between 1976 and 1982.
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Factors Influencing the Agreement between Visual and Statistical Analyses of Time Series Data.
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Visual Analysis of Time Series Data: Factors of Influence and Level of Reliability.
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Timeliness
Review of State VR Agency Procedures for Case Flagging: A Quality Assurance Activity.
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Toddlers
Spontaneous and Provoked Class Sorting Behavior among Autistic and Normal Children.
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Painlessly Preparing Personalized Training Plans.
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Developing Vocational Education Indicators: Some Steps in Moving from Selection to Use.
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Special Needs in Education (E241): Origins, Unit 9
ED 235 618

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A Program in American and Pennsylvania Studies.
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Cities, Universities and Civilization.
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Cities, Universities and Civilization.
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Factors Influencing the Agreement between Visual and Statistical Analyses of Time Series Data.
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Spatial Encounters: Exercises in Spatial Awareness.
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Visual Analysis of Time Series Data: Factors of Influence and Level of Reliability.
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Spatial Encounters: Exercises in Spatial Awareness.
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Vocational Aptitude
Is Age a Moderator of GATB Validity?
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ED 235 313

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ED 235 318

Recommendations for Establishing Performance Objectives on Productivity Goals by Hawaii Vocational Rehabilitation and Services for the Blind (HVRSB).
ED 235 317

Resource Allocation Modelling in Vocational Rehabilitation: A Prototype Developed with the Michigan and Rhode Island VR Agencies.
ED 235 319

Review of State VR Agency Procedures for Case Flagging: A Quality Assurance Activity.
ED 235 315

Review of State VR Agency Procedures for Case Flagging: A Quality Assurance Activity. Appendix: Examples of State Quality Assurance and Case Flagging Instruments and Procedures.
ED 235 316

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Writing Is a Process: Guidelines for Writing Center Volunteers.
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Focus on the Young Writer.
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Pleasant Valley K-6 Writing Guidelines and A Writing Process Model.
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The Progress of Early Writers as They Discover Written Language for Themselves.
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ED 235 317

Resource Allocation Modelling in Vocational Rehabilitation: A Prototype Developed with the Michigan and Rhode Island VR Agencies.
ED 235 319

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